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A College Grows in the Inner-City.

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A brief history of the development of a Detroit Institute of Technology centers on existing buildings acquired by the Institute. The present situation is discussed in terms of the resources available to an inner-city student, the types and number of students served, and the present adapted facilities--assignable gross space and space utilization. Photographs and diagrams illustrate student activities, classroom conversion, architectural aspects. Criteria for future planning are listed and are based on the relation between the advantages of the inner-city institute and student needs. Standards for future facility needs are listed for academic, housing, research, recreational and parking in light of various site alternatives available. (HH)

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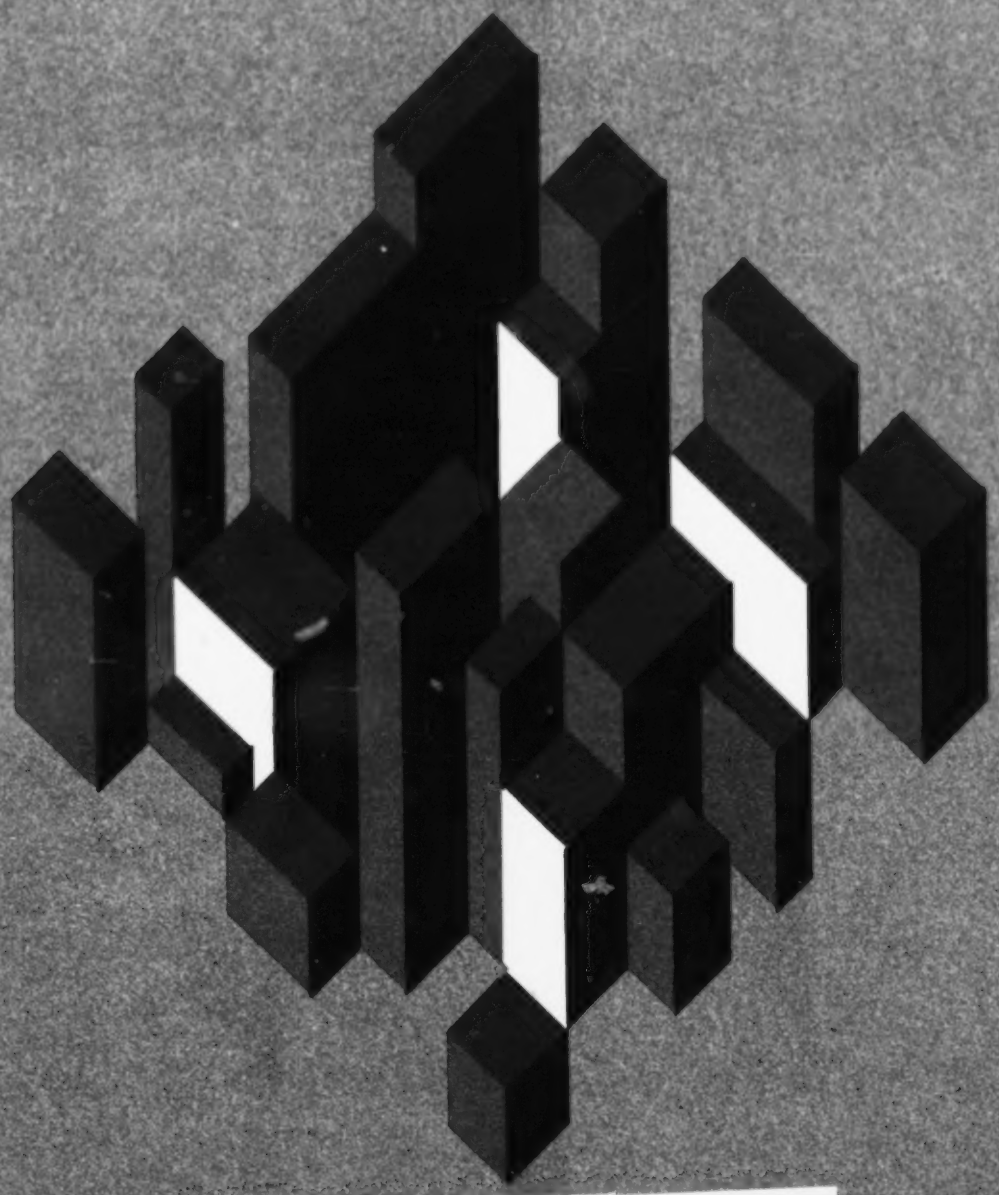
Detroit Institute of Technology

A college grows in the inner-city



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"The urban university has always attracted large numbers of students because of its accessibility to all the great cultural, industrial, financial, and research centers located in the urban community, because of its outstanding faculty members drawn from the community, and because it offers the student body greater outside learning opportunities.

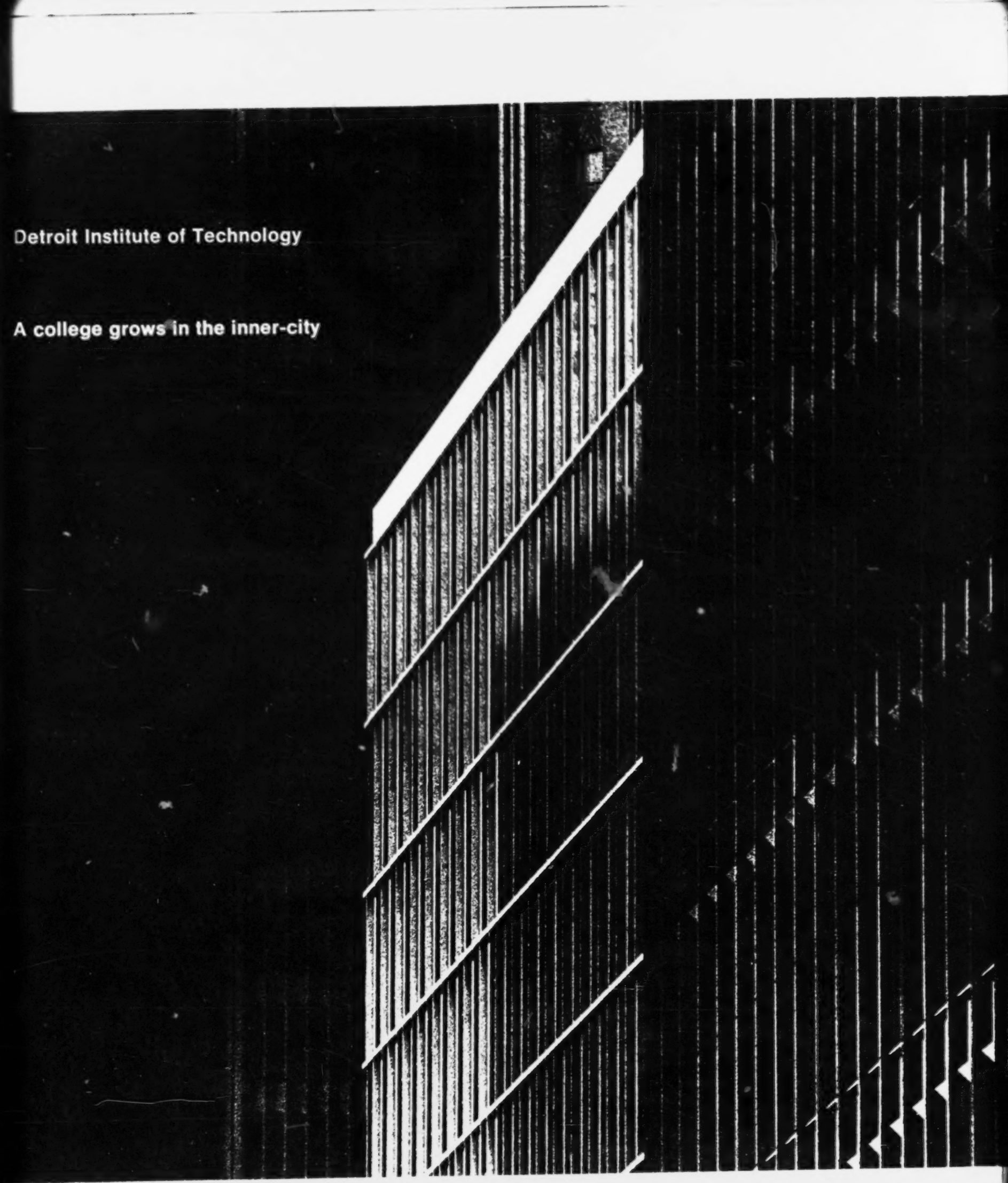
By virtue of its geographical location, therefore, the urban institution fulfills a special function. Because it alone can provide its unique benefits, the demands on it have grown and will continue to grow.

With the unprecedented numbers of young people who are now clamoring at the doors of higher education, the urban institution is destined to play an even greater role than it has in the past."

FROM SPACE AND DOLLARS—AN URBAN UNIVERSITY EXPANDS: A PUBLICATION OF EDUCATIONAL FACILITIES LABORATORIES

Detroit Institute of Technology

A college grows in the inner-city



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Through past generations, the total image of a college has suggested a self-contained campus, remote from the urban crush, set on a suburban or small town site, and dominated by the chapel spire. In natural consequence, the pattern of "going away to school" in large part limited attendance to those who could afford the investment of time and money, and who accepted (often desired) the separation from the main stream of big-city life.

As the great American cities have grown to unprecedented proportions of population and size, demands upon institutions of higher education related to the cities have also grown and changed dramatically.

Today education beyond high school is more than a privilege; it is becoming a necessity for all—including those who may not be prepared to face the economic and emotional demands of leaving or uprooting their homes, jobs and often their families. This growing educational need is not restricted to the recent high school graduate. It is also felt by those who may or may not have attended college a decade or two ago, who have lost touch with the advancing technology, and who need more advanced training that will update their knowledge and skills.

These are the students of the city and in the city. Most were born here; many are already employed and settled here; the majority wish to remain and grow in the city, sharing its advantages and accepting its problems and faults.

The 75-year history of The Detroit Institute of Technology and plans for the future have all been predicated on the particular and often unique needs of this student of the city.

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Growth of the Metropolitan Detroit area has put challenging pressure on DIT resources. Demands for growth in the physical plant as well as an updating of program and facilities has defined pertinent questions: How big should the school be? Should the campus remain in the heart of the city where it was established 75 years ago—or move to another location? How does the location of the campus affect access to the commuter, the employed, and the part-time student? How can the physical expansion of DIT be correlated to the plans of local and national urban renewal programs?

After several years seeking answers to such questions as these, one decision is clear; DIT will remain and grow in the heart of Detroit, sharing the advantages of the city, contributing through participation in its industry, its economy, its culture.

This report illustrates how and why these decisions evolved from the various studies of the Board of Trustees, the staff and the various consultants called upon to assist in the planning program.

Grants of funds and consultation services from Educational Facilities Laboratories, The D. M. Ferry Trustee Corp., and other sources were instrumental in encouraging and supporting these planning studies, as well as in the preparation and distribution of this report.

From the first classes in 1877 . . .

While formal records note the establishment of a "Detroit Technical Institute" in 1891, the beginnings of the Detroit Institute of Technology trace to an even earlier date. Regular night classes were established in the mid-town quarters of the Detroit Metropolitan Young Men's Christian Association as early as 1877, when the YMCA building stood at the corner of Grand River Avenue and Griswold Street. These original classes were planned to "meet the practical and actual wants of young men, and also to add to the knowledge they may have, such information as shall make them more successful in their life's work."

In 1891, the Detroit YMCA's educational work was incorporated as the Detroit Technical Institute. By 1903 course offerings were substantially expanded. Courses in civil, electrical, and mechanical engineering and commerce were offered on a day schedule. 1909 was the year of the move to the heart of the city, when the Institute was transferred to the downtown YMCA building.

In a reorganization in 1917-18 the school was renamed "Detroit Institute of Technology" with authority to grant degrees. Educational needs and rapidly changing conditions in industry necessitated erection of a two story building at the corner of Elizabeth and John R. Streets to supplement existing facilities. The College of Commerce (later known as the College of Business Administration) and the College of Engineering were formally organized at this time. The College of Arts and Sciences became the fourth School of the Institute in 1922. Original concepts of educational purpose were appreciably broadened.

When the United States entered World War II, the Institute became co-educational. Throughout

one

Present Buildings

one: campus center building

two: woodward avenue classroom building

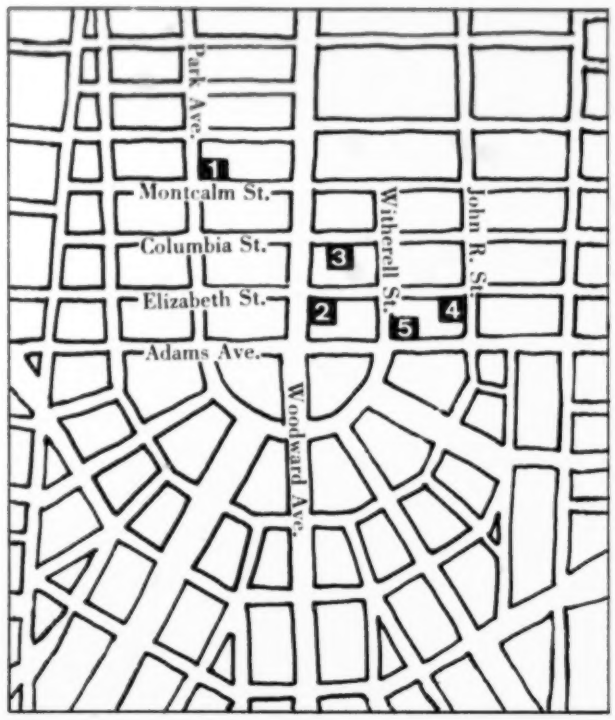
three: vanguard theater

four: engineering-science building

five: physical education facilities

fou

three



that war more than one hundred special national defense and war production training courses were offered. In May 1945 classrooms were filled with veterans seeking advanced training for their civilian roles.

1954 was the significant year in which steps were initiated to establish the independence of the Institute from its YMCA affiliation. By January 1, 1959, DIT was a completely independent, non-sectarian undergraduate institution.

The past six years have been the most active years of physical change in the school's history. In 1960 the Board purchased the two-story building at Elizabeth Street and Woodward Avenue (formerly a store and office building on one of downtown Detroit's main corridors) for classrooms and faculty offices. In the same year DIT received the gift of the 423-seat Vanguard Theater at 56 East Columbia Street, and leased the adjacent building as a Student Union. These facilities were all within three blocks of the administration building.

In 1963 DIT received full accreditation of the North Central Association of Colleges and Secondary Schools. In this year the Trustees also accepted as a gift the seven-story structure at Park Avenue and Montcalm Streets, formerly one of Detroit's grandest residential clubs. Restored and remodelled, this building has become the DIT Campus Center Building, in use since 1963-64. This acquisition allowed the administration to consolidate and expand classroom, student union, library, faculty and administration services in one center, relinquishing space formerly occupied in YMCA buildings and the leased Student Union space. From this point, plans are proceeding for continuing growth, with new space and facilities in the future.

The inner-city campus—a living laboratory

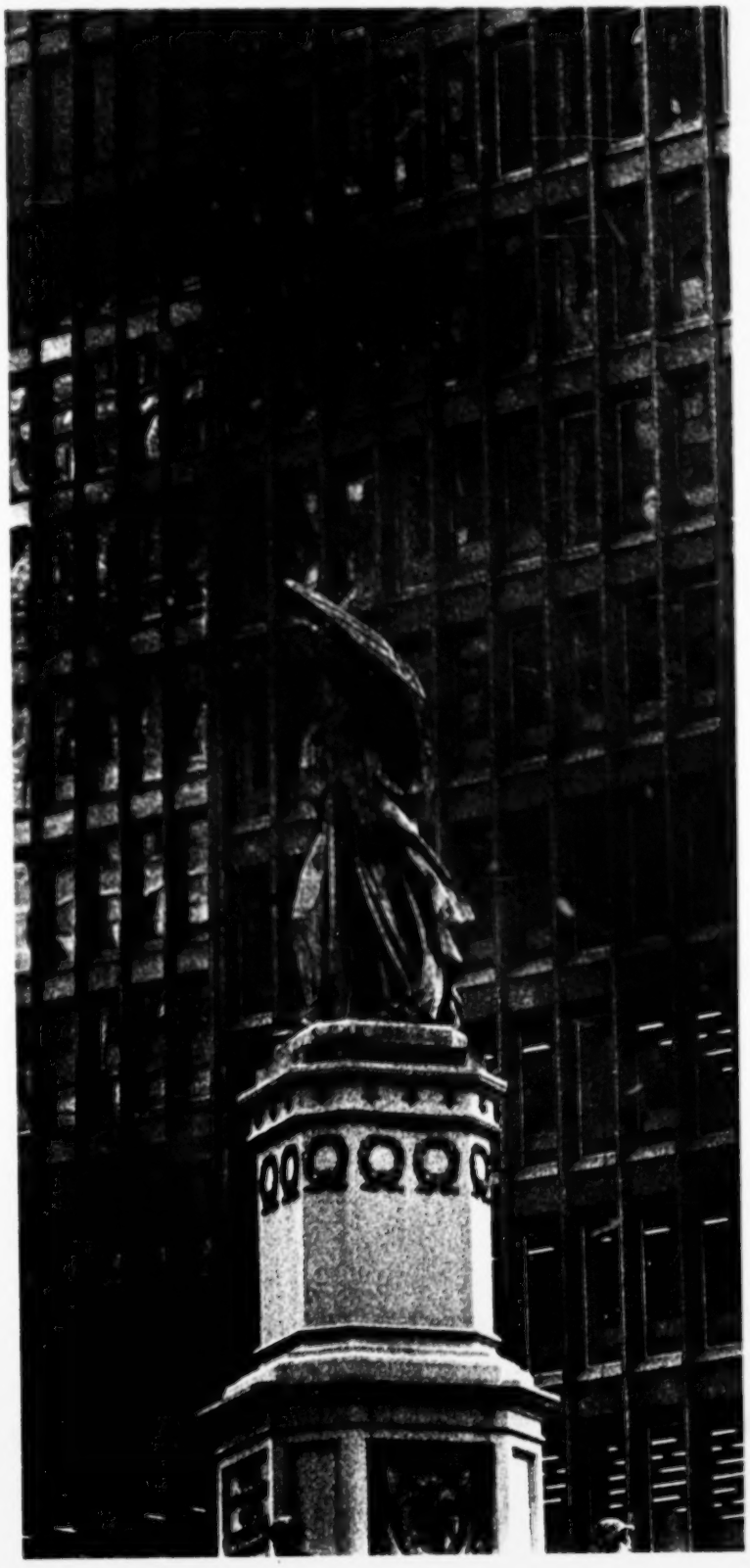
When DIT began its work 75 years ago, the City of Detroit tallied a count of 205,876 residents (1890 census). In 1966 the estimated population of the city proper stands at 1,630,000. The Greater Detroit area, from which come 90 per cent of DIT students, includes more than 4 million persons. Estimated population for 1970 is 4½ million.

Since the early 1950's, prediction of decay and death for the great American cities has been popular sport among both critics and champions of our society. But the cities have continued to thrive and grow in density, effecting an even stronger impact (both good and bad) on our culture than at any time in the past. With more than 70 per cent of our population saturating metropolitan complexes of city-and-suburbs, we are a highly urbanized nation—and the trend is toward more of the same.

The pattern of change does not stop with statistics. Educational preparation for life in the congestion of the city offers real challenge if the individual is to maintain his identity. A broader concept of content and requirements for college courses has been evolving for several decades, emphasizing the humanities and arts along with technical and scientific disciplines.

Beyond a broadening of his academic background, the student of the city must be prepared to participate in the total pattern of community life—to participate in the career, research and business opportunities within his scope; the social and cultural enrichments available to him; the political, governmental and civic activities for which he is inherently responsible; the daily involvements of maintaining a home, shopping, raising a family.

What more logical location for the urban college than the center of activity—where the inner-city



Academic Life

Cultural Advantages

Museums and Galleries
Theaters and Musical Centers
Libraries
Diversified Social Activities

Community Resources Available to the Inner-City Student

Urban Services

Transportation Access
Student and Faculty Housing
Recreational and Dining Facilities
Shopping and Personal Services

Career Contacts

Business and Industrial Organizations
Financial Institutions
Governmental, Political, Civic Activity
Research Opportunities

becomes a living laboratory to test and refine academic experiences and theories, and the campus extends beyond the green of the center mall, weaving through city streets, past theaters and museums, homes and apartments, factories and shops, exposing the myriad advantages and problems of city life at every intersection.

The students for whom DIT is planned

Native to Detroit. Each semester records usually show that more than half of DIT students are native-born Detroit residents and 90 percent are residents of the greater Detroit area. While DIT's greatest service is to the metropolitan population, Fall, 1965, also showed a highly valued total of 115 students representing 15 nations, from neighboring Canada to the most remote stretches of the globe.

Prepare to Live and Work in Detroit. Almost 90 percent of DIT students find employment and make their homes in the greater Detroit area.

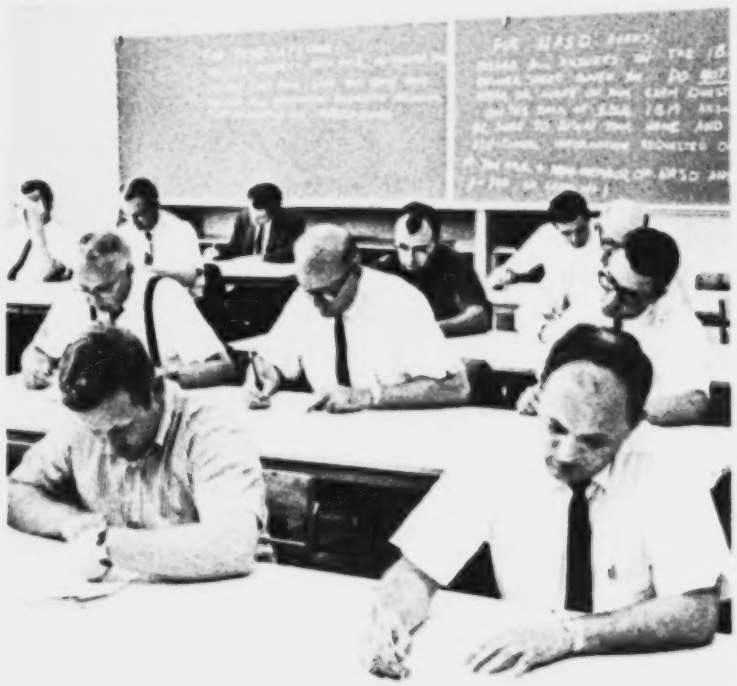
Controlled, Specialized Enrollment. For the last decade DIT has accepted enrollments ranging from 2,000 to 2,500 students in order to maintain specialized programs of education in an atmosphere of close contact between student, faculty and administration. This enrollment is almost evenly divided between full-time and part-time students (one-third in evening classes).

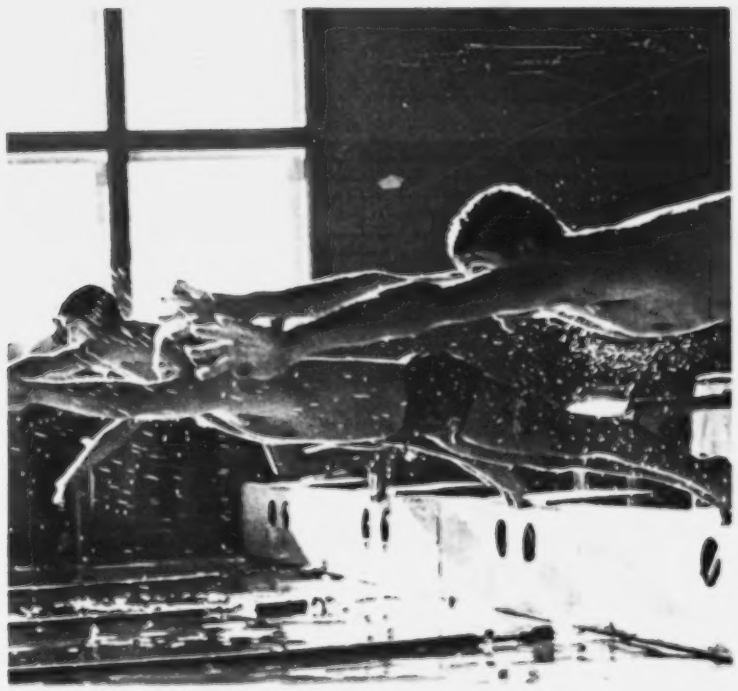
Getting a Delayed Education. Approximately one-third of DIT undergraduates are in the category above 25 years of age. Of the total enrollment, the ratio of single to married students is 2:1; ratio of men to women is 9:1.

Work and Study. Almost 75 percent of the students have full or part time employment while attending daytime and/or evening classes.

Transfer from Other Colleges. Each year large numbers of DIT students (often more than one-third) have transferred to DIT from other colleges. Reasons given — necessity to be fully or partly employed; need or desire to live at home; dissatisfaction with mass-student-body schools and desire to enroll in smaller school where maximum personal attention can be received.

Scholarships, Grants, Student Aid. For the 1963-64 term some 130 students benefited from scholarships and other student aid valued in excess of $54,000; another 20-25 were helped by loan funds.





A major step in growth — 1963-65

In the physical sense, a college is made up of students, a faculty and administration, buildings, and equipment. Academic success obviously relates most directly to the excellence of the students and faculty. But in recent years planners have become acutely aware that both quality and quantity of educational facilities can be the make-or-break factor in determining how well and how efficiently the process of education will proceed. In almost direct relation to the effectiveness of planning, equipping, and/or furnishing educational facilities, the tasks of learning and teaching can vary from an exhilarating experience to drudgery.

The acquisition of sites and buildings for a college in the heart of a major city can be expensive and time consuming. Urban redevelopment plans often encourage growth of the city college with inducements of acreage available at attractive cost, reclaimed from blighted areas. The 4-10 years normally required to complete negotiations for land, await clearance, plan and build new facilities, suggests that this approach to campus growth and improvement is best applied to long-term planning (see pages 18-32).

What can be done to shorten the timetable and improve college facilities for the student eager and ready for an education this year? Conversion of existing commercial structures to academic use is one approach which has proven highly successful to DIT.

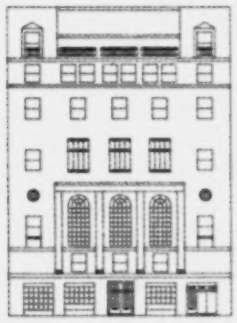
In 1963 an attractive seven-story building, erected in the middle Twenties as a private women's club, was offered as a gift to DIT by the National Bank of Detroit. Minor alterations had been made on the original structure in recent years while the building had been designated the "Labor Temple", housing a community of labor unions and providing a variety of spaces for offices, meetings, social gatherings, etc. Most of the handsome architectural detailing remained intact, and the building appeared to be structurally and mechanically sound. The building was a five minute walk from other campus facilities.

DIT sought a grant from Educational Facilities Laboratories (established by the Ford Foundation) to undertake a feasibility study to determine the advisability of accepting the gift with an eye to converting the existing space for educational and supplementary facilities. The study was assigned to G. Nelson Tower, Jr., of Wood & Tower, Princeton, New Jersey (consultants on methods, planning, construction cost control). A space planning consultant was also provided from the EFL Executive Staff (Frank V. Carioti, Chicago) to advise on functional planning of space, lighting, equipment, and furnishings for instructional and special-use facilities. DIT administrators drew up an inventory of all space currently occupied by various departments and services of the college to determine which spaces might be relinquished, which retained, and what degree of gain might be achieved by consolidation.

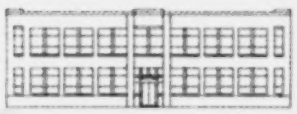
To consolidate, expand, improve

Several aims and needs were clear from the onset: If possible, consolidate administration, student services, and related faculty facilities which were at that time spread in five college buildings. Existing library facilities were thoroughly inadequate to meet the growth of the DIT collections and students' needs. Improved classroom facilities and a wider variety of space sizes for seminar, traditional groups, and study-lounge areas were needed. (cont. page 11)

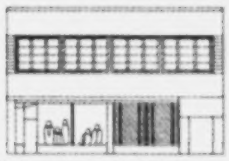
DIT buildings



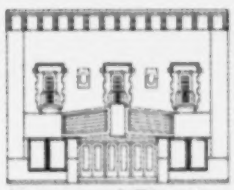
Park Avenue and Montcalm Street



Engineering-Science Building
Elizabeth Street and John R. Street



Woodward Avenue Classroom Building
Elizabeth Street and Woodward Avenue

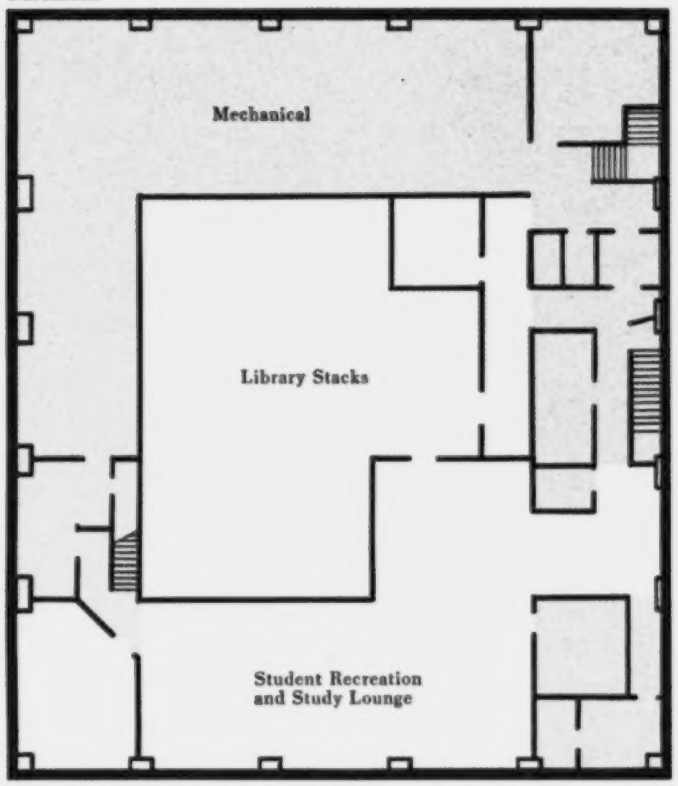


Vanguard Theater
56 East Columbia Street

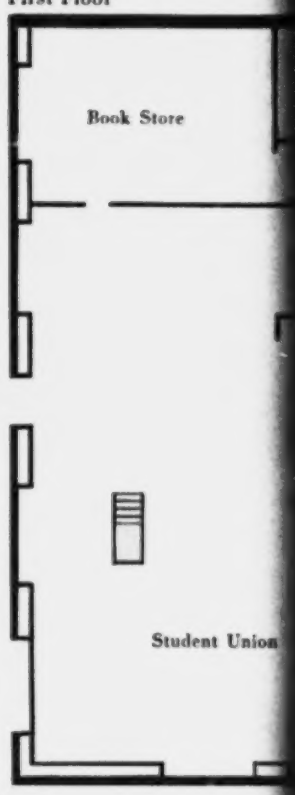
Physical Education Facilities
Adams Avenue and Witherell Street

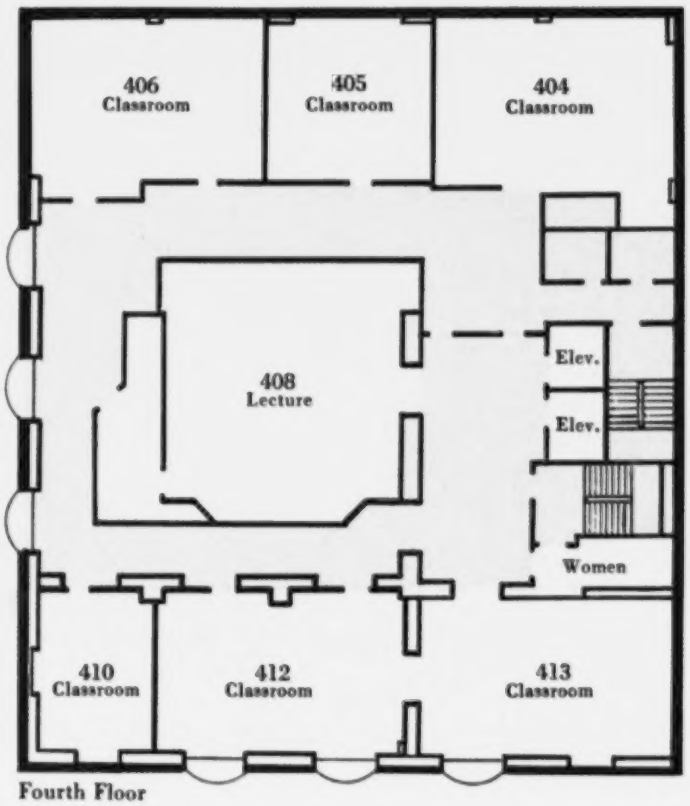
— Distribution of space

Basement

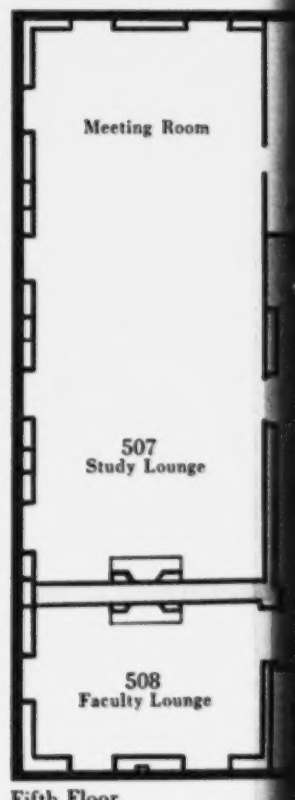


First Floor

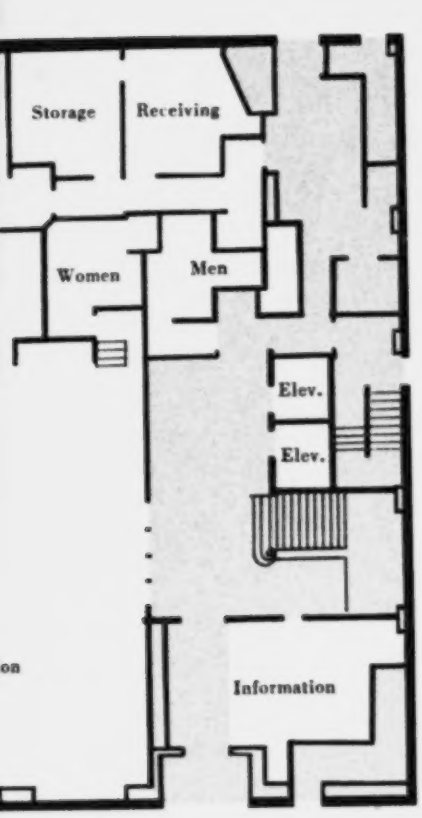




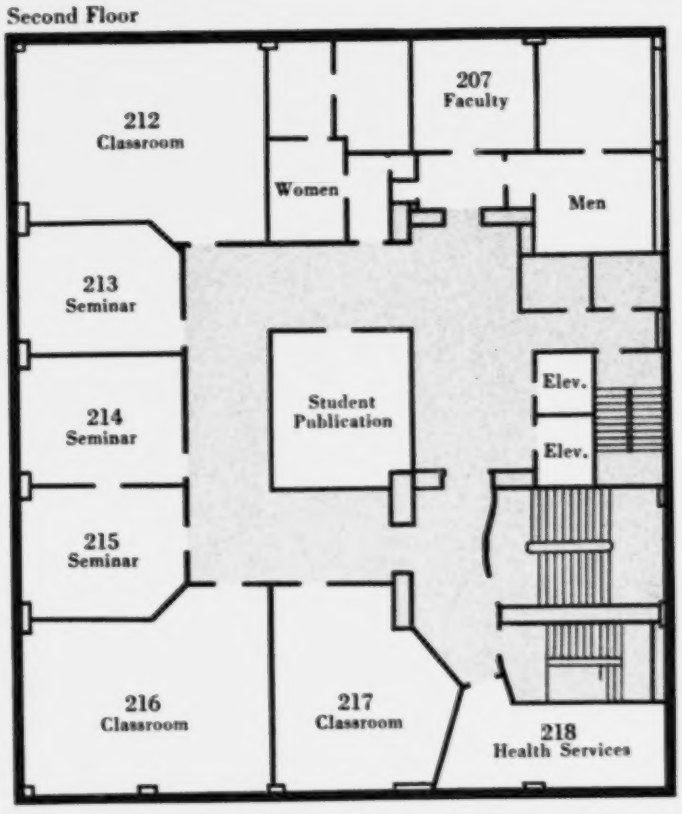
Fourth Floor



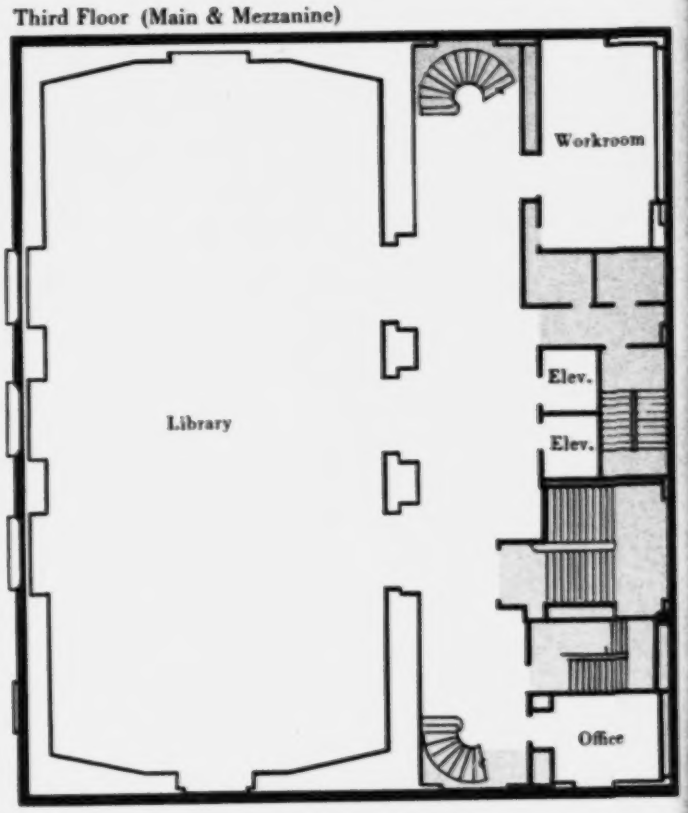
Fifth Floor

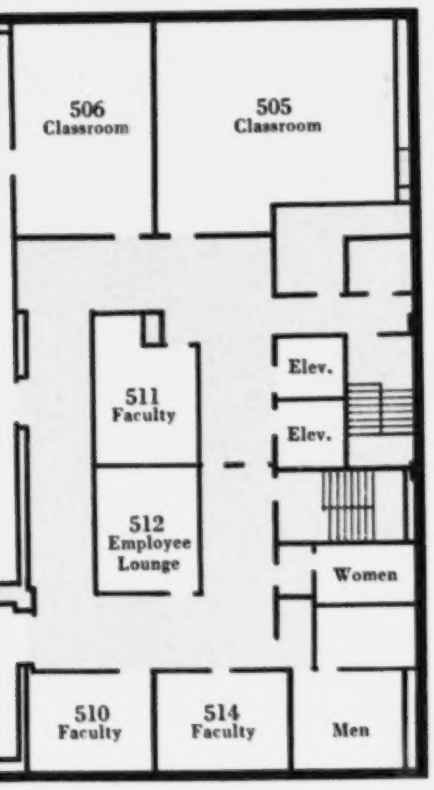


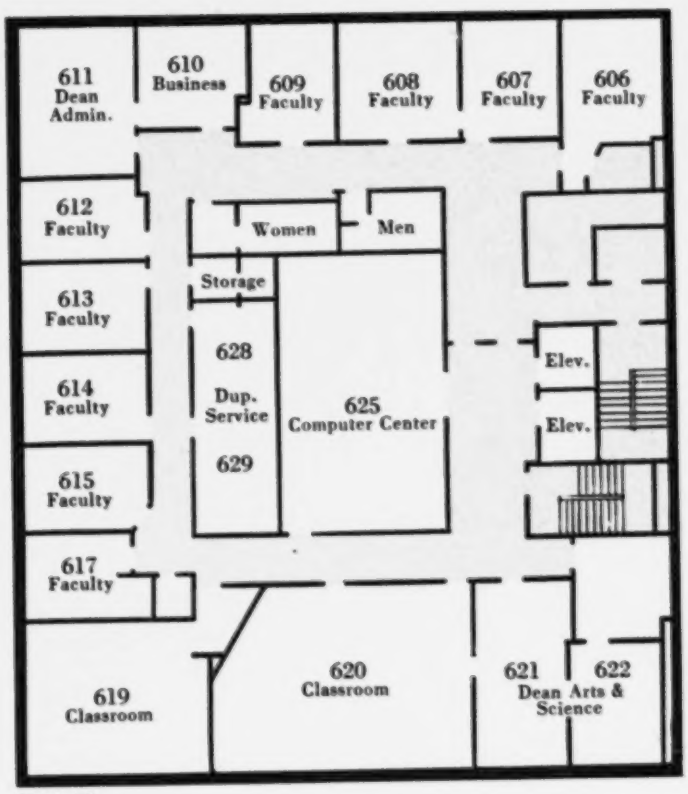
Second Floor



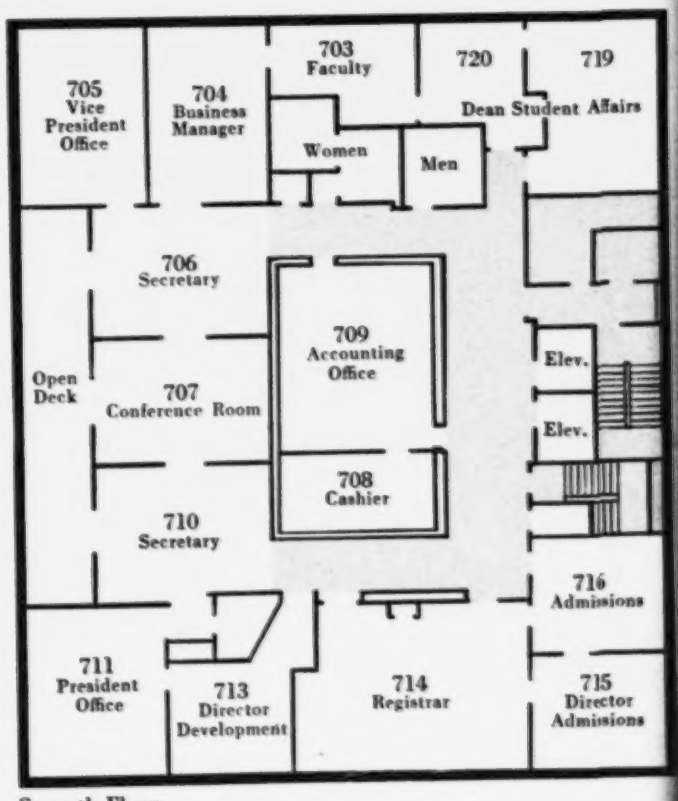
Third Floor (Main & Mezzanine)



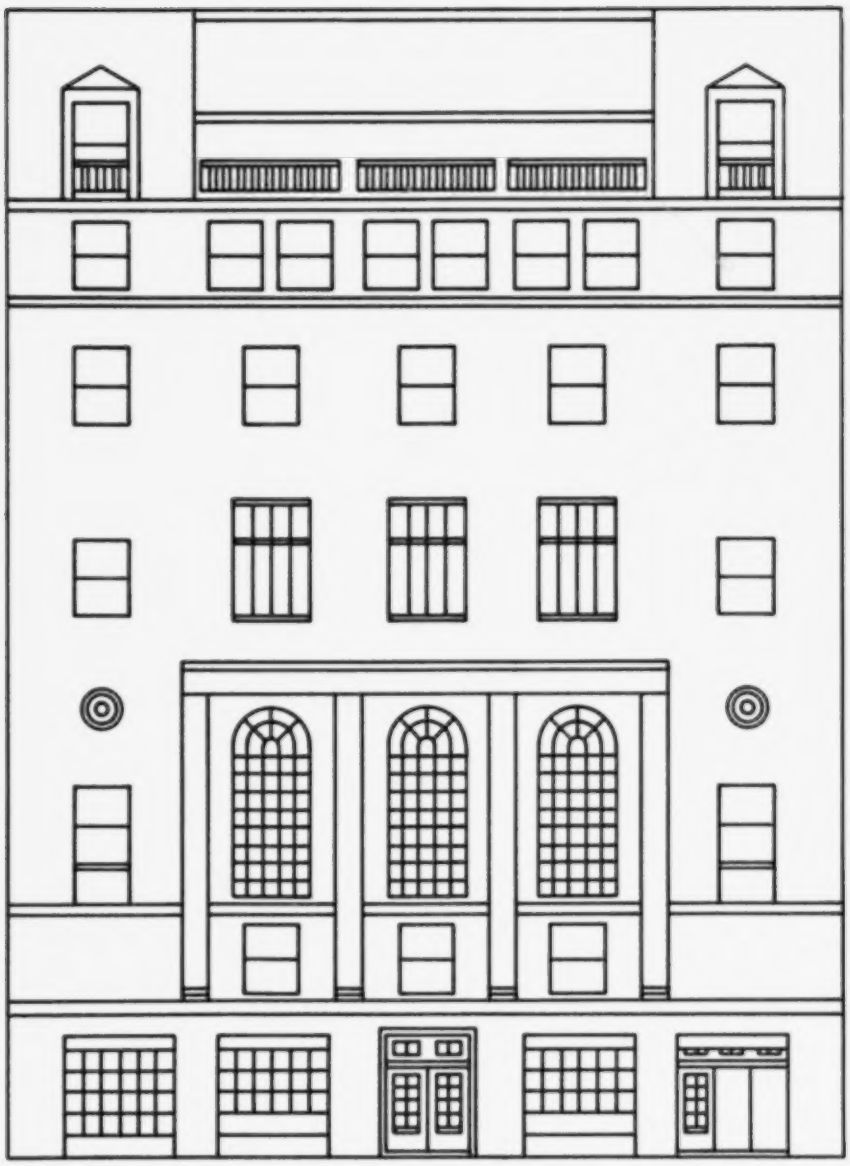


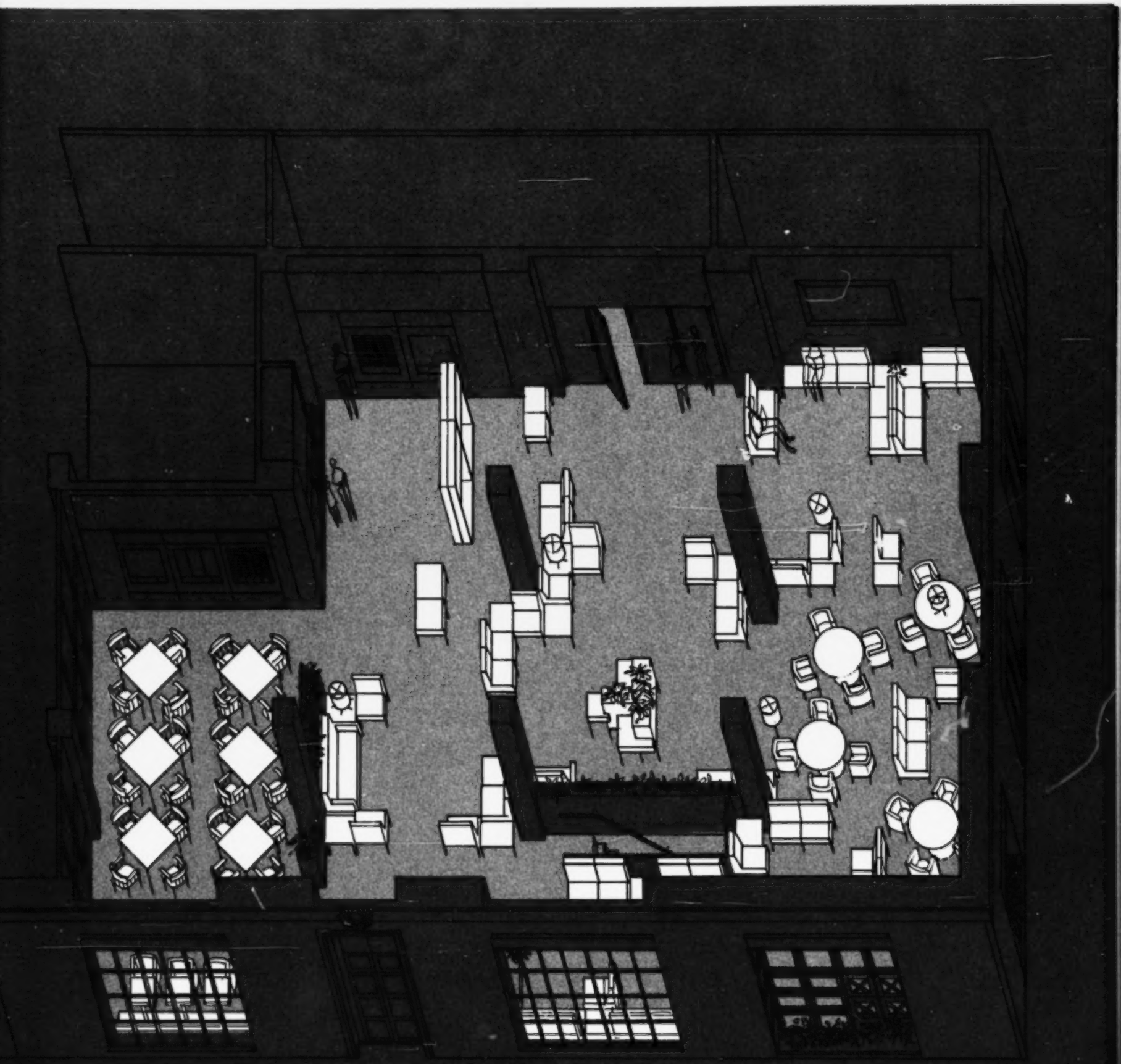


Sixth Floor

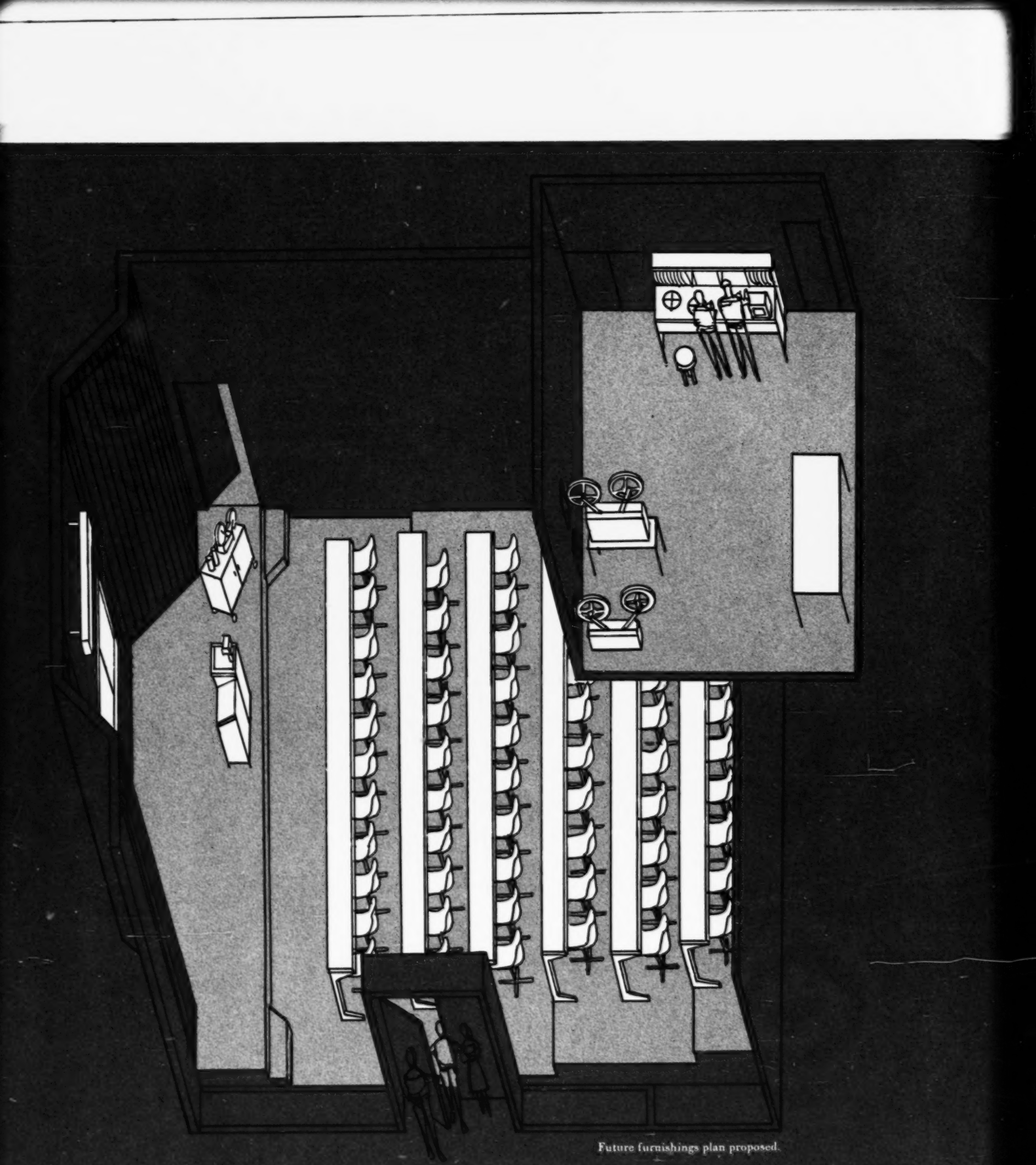


Seventh Floor



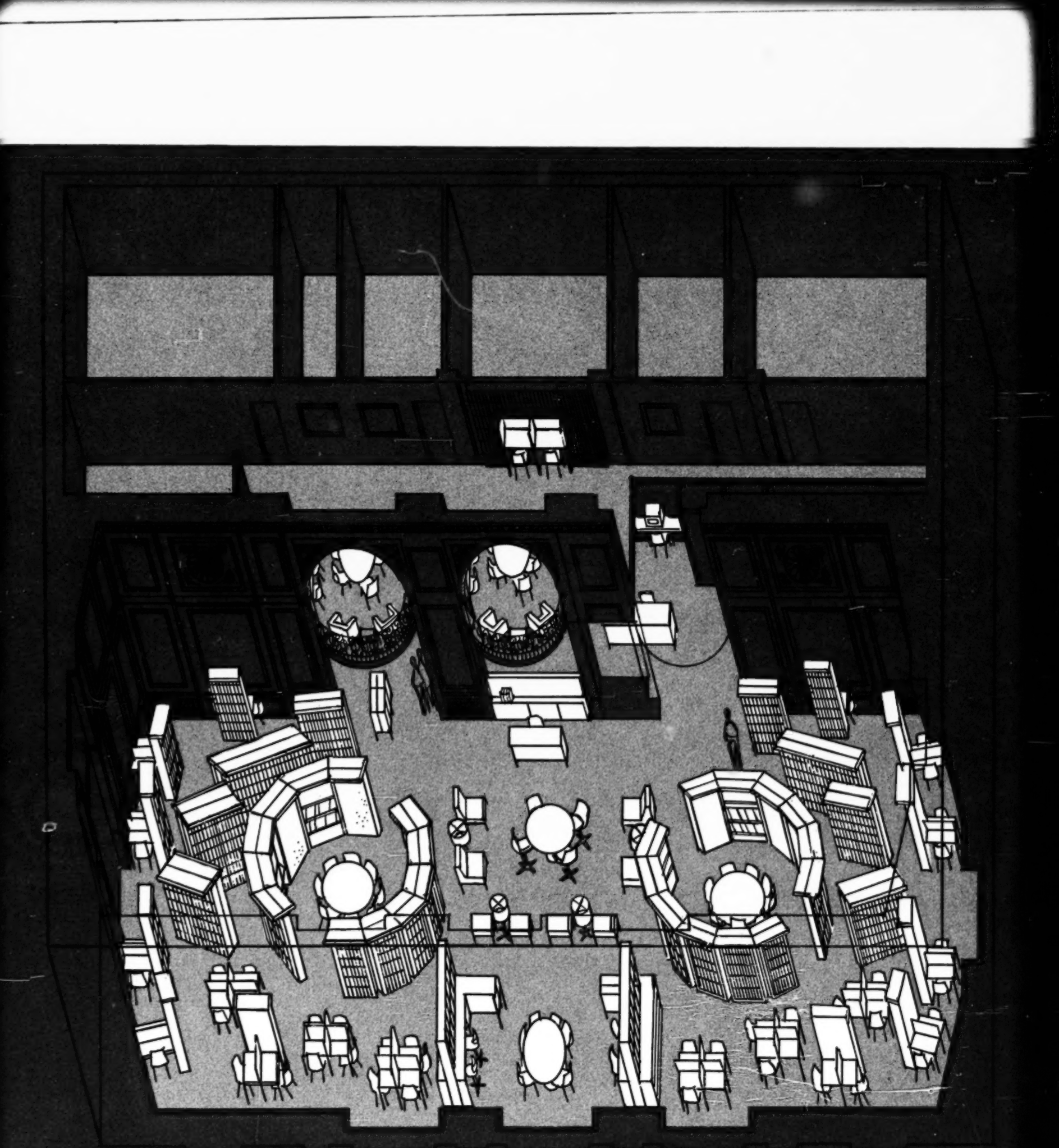


Future furnishings plan proposed.



Future furnishings plan proposed.

Lecture Room 408

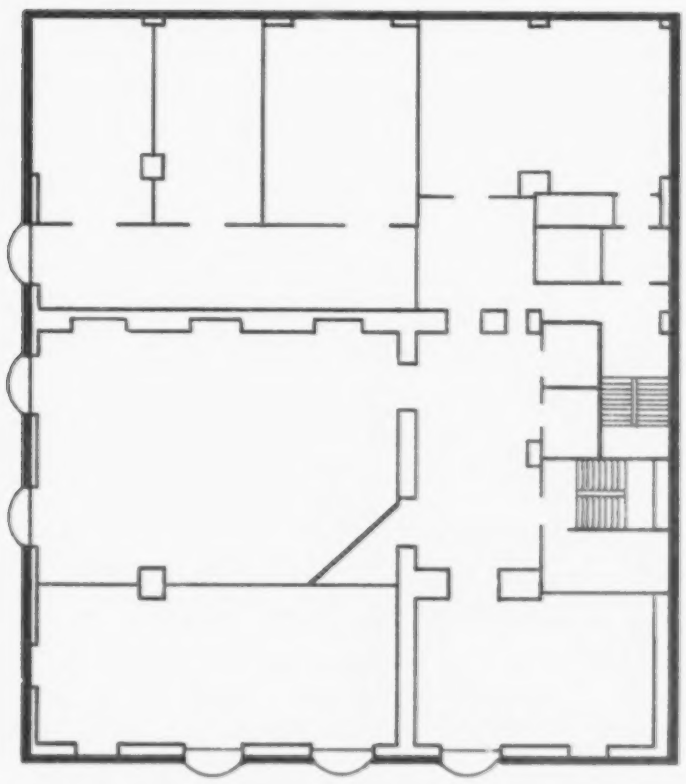


Future furnishings plan proposed.

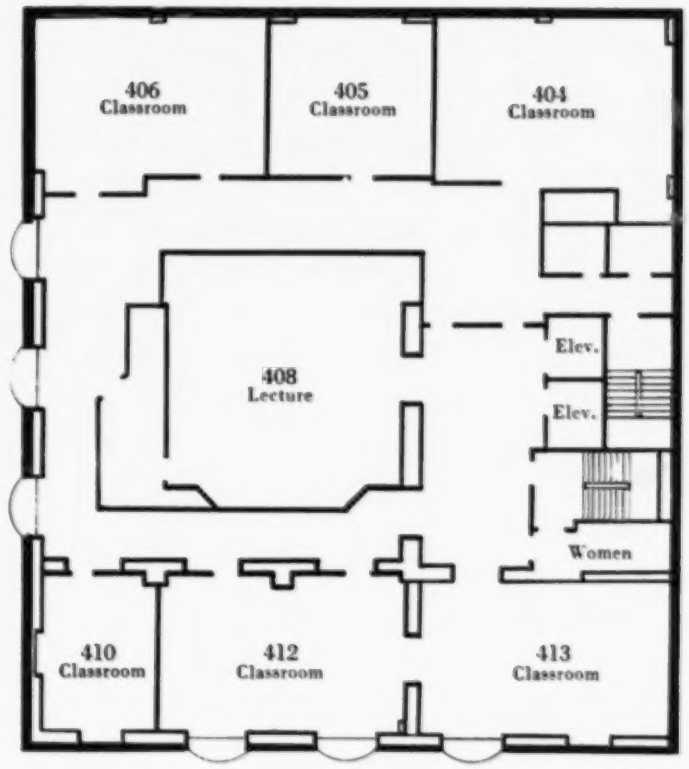
Plan drawings of the structure were first prepared by DIT's local project architects (Vernon L. Wheeler, Wheeler, Becker & Associates), illustrating existing partitions, structural walls, column placements, etc. Exterior and interior aspects of structure, mechanical equipment, ventilation, safety and aesthetic characteristics of the building were reviewed by Mr. Tower. In drawing up conversion possibilities, the consultants illustrated where walls could be retained or moved so as to take full advantage of existing spaces or restore spaces to their original size where possible. Complete remodelling was suggested only where necessary for the efficient function of new spaces to be created. All agreed that the original design character of the building could and should be maintained wherever feasible.

Flow of traffic through existing (or remodelled) corridors, stairwells, and on two passenger elevators (plus a service elevator) determined that spaces on the two top floors should be allocated for faculty and administrative offices – low traffic areas. Second, fourth, and fifth floors were recommended for conversion to classroom, study, and seminar use. The third floor (walkup) ballroom and mezzanine, with its handsome gilt baroque ceiling and crystal chandeliers, was designated as the new library space, with additional book storage and stack area in the basement serviced by a book lift directly to the ballroom level. The first floor would be used for a student union center, reception area, and bookstore. The consultants also recommended use of basement space directly under the student union for conversion to recreation and study spaces, accessible by a stairway directly from the union lounge.

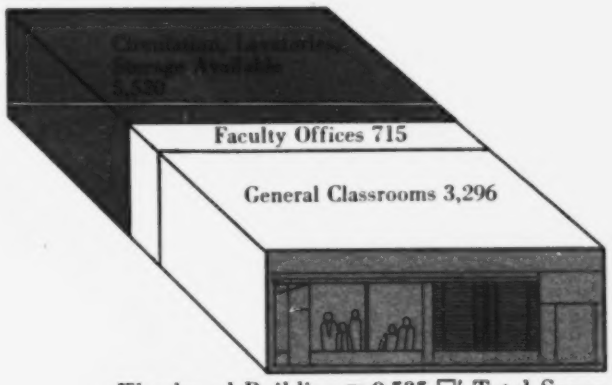
Gross total area of the building (including structure) is approximately 65,000 sq. ft., of which



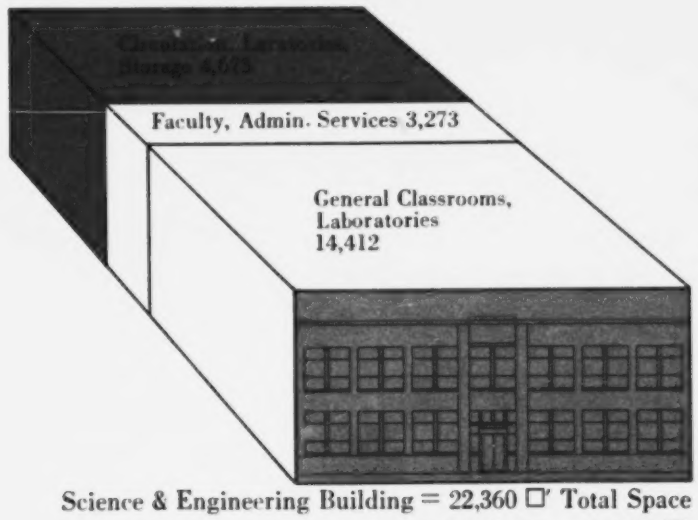
Revision of the fourth floor plan.



Distribution of space — DIT buildings



Woodward Building = 9,535 □′ Total Space
Assignable Space = 4,011 □′

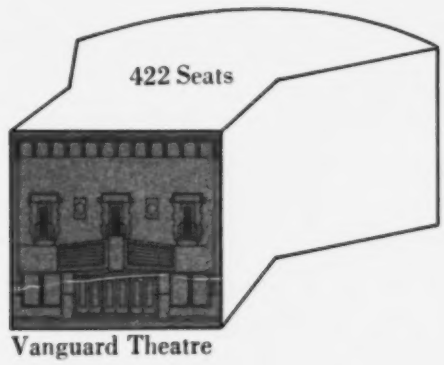


Science & Engineering Building = 22,360 □′ Total Space
Assignable Space = 17,685 □′

Key:

Assignable space ————

Unassignable space ————



Vanguard Theatre

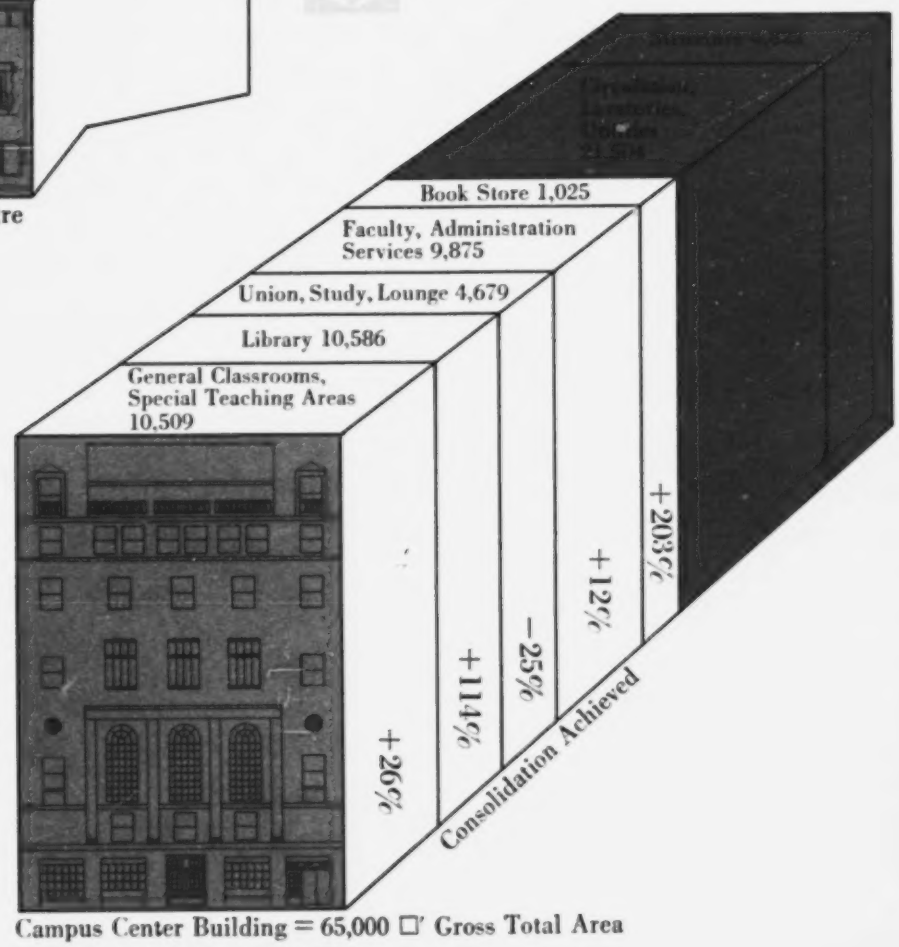
Physical Education Facilities (Leased)
Assignable Space = 13,532 □′

Facilities relinquished
(now in Campus Center Building)

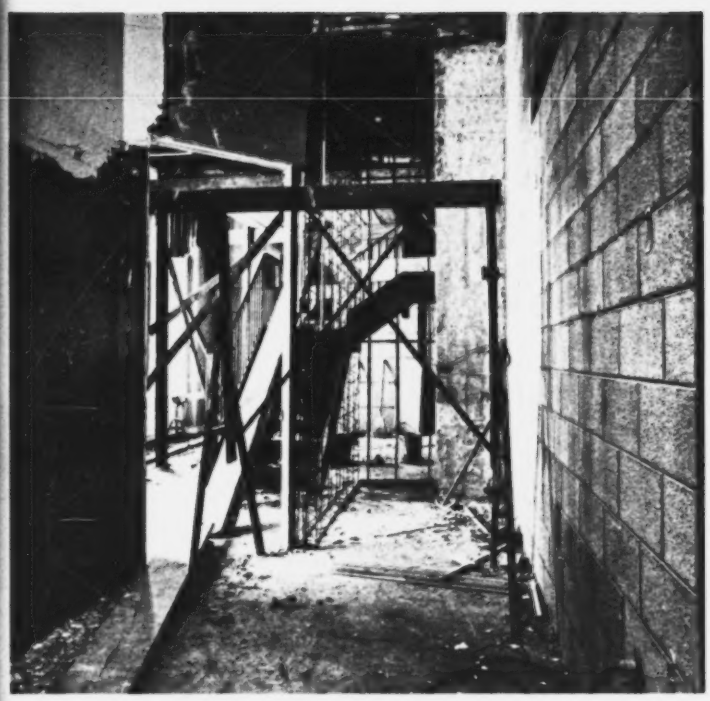
Administration Building = 9,093 □′ Total Space
Assignable Space = 5,942 □′

Student Union Building = 10,000 □′ Total Space
Assignable Space = 6,589 □′

YMCA Building = 24,137 □′ Total Space
Assignable Space = 17,013 □′



Campus Center Building = 65,000 □′ Gross Total Area
Assignable Space = 36,674 □′



36,674 sq. ft. evolved as assignable space. The library occupies 10,586 sq. ft.; general classrooms (18) and special teaching areas use 10,509 sq. ft.; faculty and administrative services occupy 9,875 sq. ft.; book store facilities are allocated 1,025 sq. ft.; and student union-study-lounge areas cover 4,679 sq. ft.

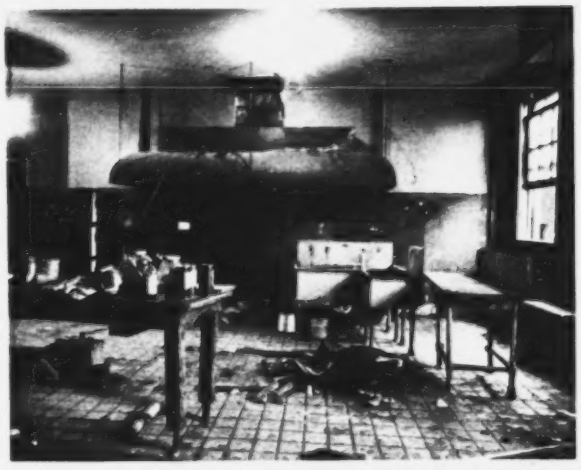
A move to this new building would allow DIT to consolidate space and services then scattered through three separate, leased facilities (see chart on opposite page). In each of the functional categories there would be increases in amount of space available, ranging from a 12 per cent increase in faculty and administration spaces to 26 per cent increase in general classroom and teaching areas, a 114 per cent increase in library space, and 203 per cent increase in bookstore facilities. While student union-study-lounge appears to be reduced by 25 per cent, the newly acquired space would be *totally* useful as planned, whereas the former union building was highly inefficient in spite of apparent floor space assignable.

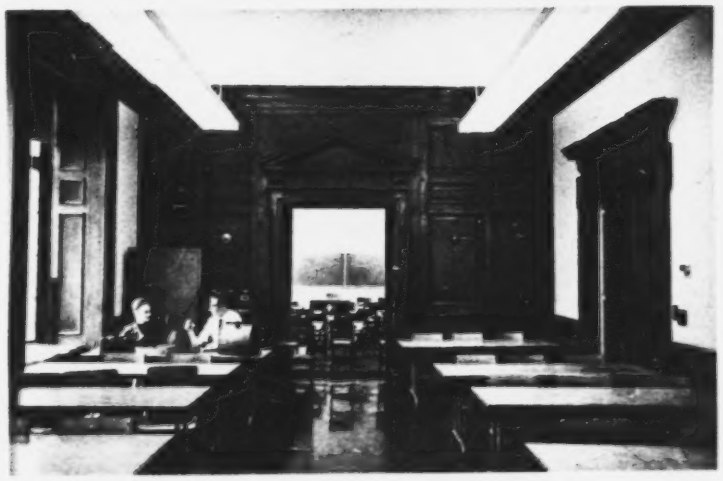
"Instant space" at moderate cost

An especially important advantage suggesting acceptance of the gift building was the short time schedule that could be set up for remodelling and occupancy. This schedule, outlined in Spring, 1963, was as follows:

Phase 1: Architectural, electrical and mechanical revisions, painting, and installation of new stairway to act as fire exit, to begin July, 1963; with first emphasis on sixth and seventh floors, administration and faculty services could be moved in by late

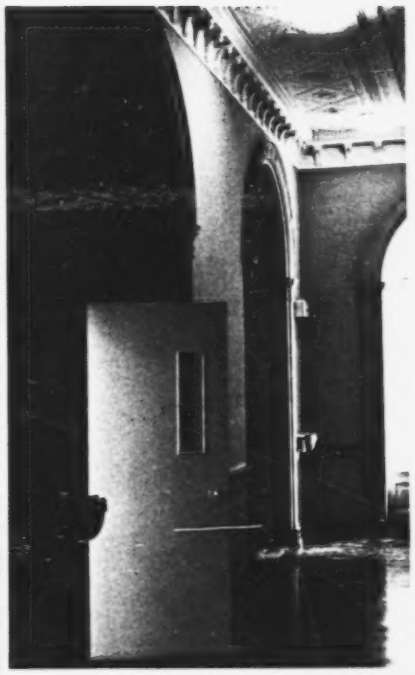
Conversion for classrooms . . .



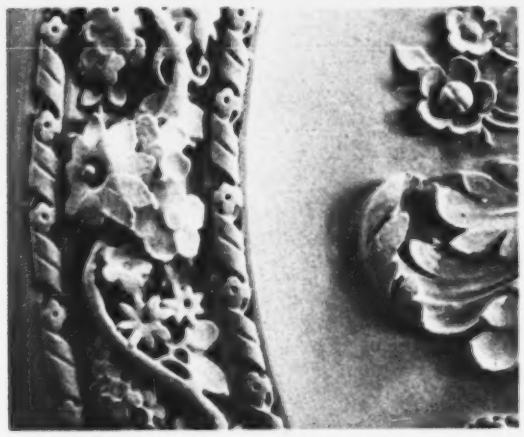


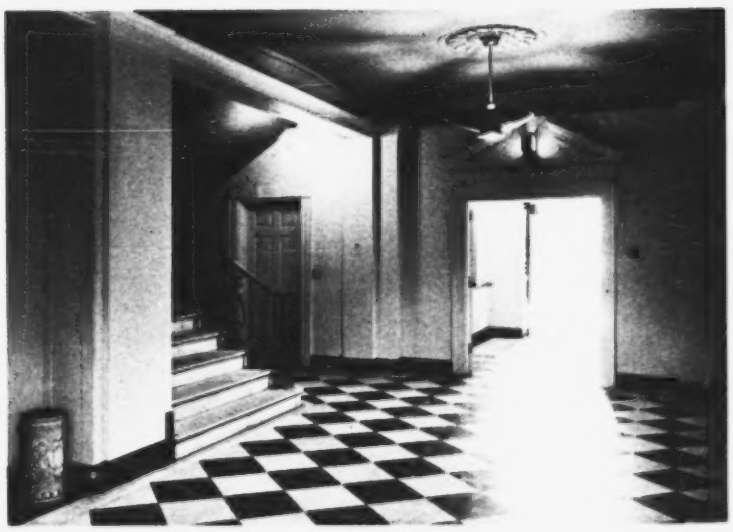
study / lounge / union space . . .

corridors or elevator foyers . . .



retains architectural detail where possible





December, 1963; first floor student union facilities, reception space, bookstore could be occupied before March 1, 1964, within nine months from program start.

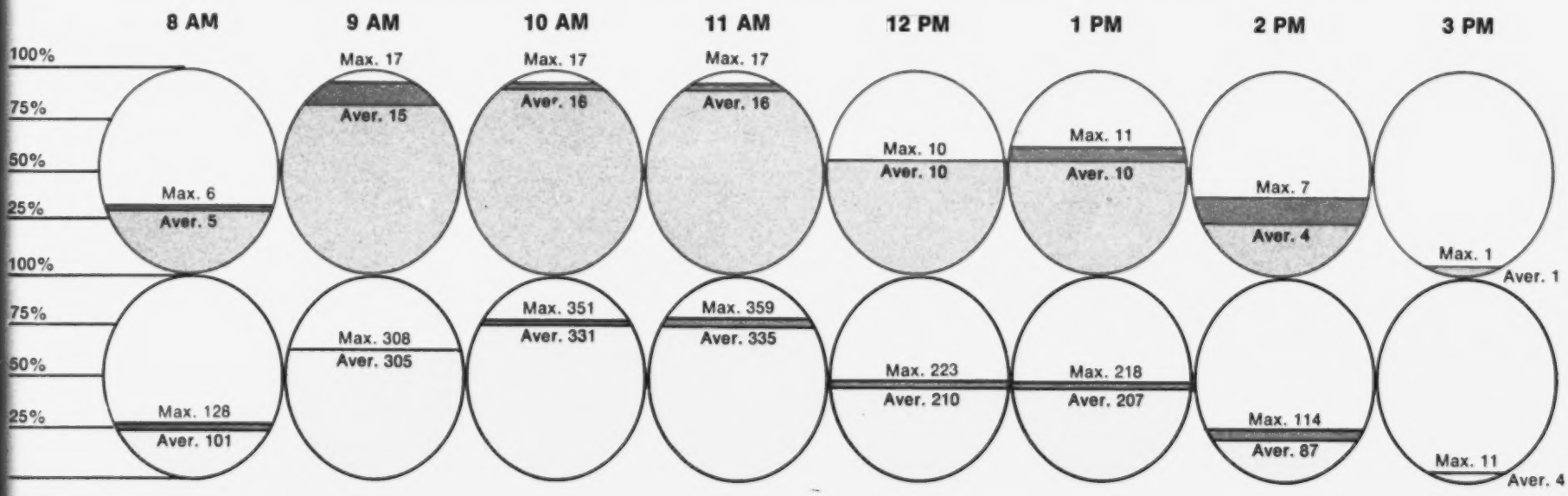
Phase 2: All remaining classroom and service facilities could be remodelled and ready for occupancy for the Fall, 1964 session; some spaces could be ready by May; a temporary library installation (excluding basement stack area and new furnishings) could be ready in Spring, 1964; all new furnishings considerations would be deferred pending availability of funds under a separate time and cost schedule.

Phase 3: Completion of furnishing plans as proposed for library, student union, and special lecture space (see foldout drawings) would proceed as funds were available; basement spaces to be completed as soon as feasible; further improvements in air conditioning and ventilation based on needs as clarified after living in the building; refurnishing of classroom and seminar spaces as soon as funds would be available.

Based on the results of the consultants' findings and cost estimates to complete the first two phases, DIT officials accepted the gift of the building and contracted for remodelling based on the feasibility studies, to begin by July 1, 1963. Preliminary cost estimates of $250,000–$275,000 for the first two

UTILIZATION OF THE CAMPUS CENTER BUILDING TYPICAL WEEK SPRING 1965

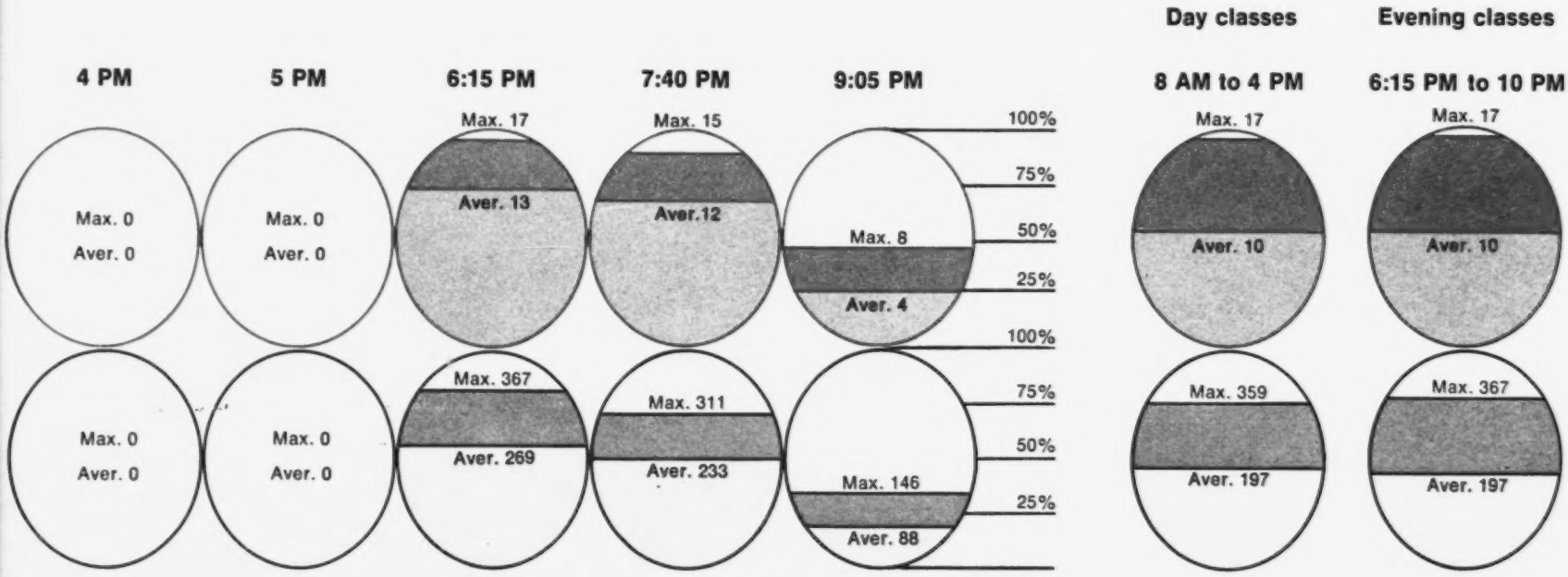
Top row—General classrooms available (18 rooms total). Bottom row—Seating available (approximately 460 seats total).



phases were escalated (as expected) during the following months as building and fire code requirements necessitated more extensive work than had been anticipated in some areas and as plans were extended to improve some mechanical and electrical features as an immediate step. As of December, 1964, phases *1* and *2* had been completed on schedule at a total outlay of $425,380 for the 65,000 sq. ft. structure—approximately $6.50 per sq. ft.

Thus, within 18 months from the beginning of planning, DIT was ensconced in the Campus Center Building, a new home and better facilities in every respect. Not only has the college gained in total space, but it has upgraded the majority of its spaces and gained some types of spaces it never had. Aided by the original gift of the land and building, this has been done with a cash outlay one-fourth to one-fifth as high as would be anticipated for completely new facilities (estimated at $25–$30 per sq. ft.).

The challenge to deal with an immediate problem has been met. Space utilization studies on the Campus Center Building (see charts below) indicate that the remodeled facility is already filled to practical scheduling capacity. Pressures to meet expanding enrollment needs, necessity of improving science-engineering facilities, and need to improve classrooms currently accommodated in the Woodward Avenue building must now be dealt with on a long-range basis. Plans for the future in this regard are reported on the following pages.



Planning for Future Campus Requirements

One definite and assured characteristic of the future of Detroit Institute of Technology is growth—growth in stature and size of staff, student population, and academic accomplishment. The ability of the college to accommodate this growth requires constant attention to the current and long-range needs for adequate facilities and the proper location of these facilities. Long-range planning for the location of campus buildings is especially critical to an institution which has firmly planted its roots in the heart of a giant metropolis and wishes to remain there, competing for highly valued acreage and contributing to the community's program of rehabilitation and renewal of the inner-city.

How feasible is the concept of a downtown campus when land values are inflated by the trend toward urban concentration? Should DIT reconsider a location on the fringe of the city? Can a high-density campus plan overcome the more traditional sprawling land requirements of the suburban, rolling-hills layout?

In 1964, Johnson, Johnson & Roy, nationally known specialists in campus planning, were commissioned to undertake a site study for the Institute. The consultants were concerned with (1) an analysis of the needs of DIT as reflected in its history and statements of goals for the future, and (2) analysis of the characteristics of land available in both the inner-city and the Greater Detroit area which would best satisfy these goals.

The text and illustrations on the following pages, regarding potentials to be considered for site selection and steps to the evaluation of proposed sites, are drawn from the findings of the Johnson, Johnson & Roy report and recommendations to the DIT administration in the Fall of 1965.

Criteria for future site evaluations

In the organization of a site study for campus planning, two sets of criteria must be immediately established: One may take the form of implied questions, evaluating various proposed sites within a given area; the other deals with judgements and projections of space needs for the physical plant, density of academic and housing facilities, etc.

Initiating this site study within a greater metropolitan area, the following categories of evaluation are pertinent in measuring the potential degree of effective relationship, illustrated on page 7, between the academic-career-social aims of a university and the advantages of community-related facilities:

1. Availability of sufficient land area; possibility of acquisition of adequate land acreage.

2. Relationship to present facilities; opportunity to phase growth.

3. Proximity to cultural opportunities; close contact with theatres, museums, libraries.

4. Proximity to career contacts; convenience to the employed student, opportunity for cooperative education and employment.

5. Proximity to recreational activity; availability of recreational diversion.

6. Proximity to student services; accessibility of shopping, churches, other facilities.

7. Availability of housing; convenient faculty and student living accommodations.

8. Accessibility via vehicle transportation; ease of arrival and departure from major streets and expressway systems.

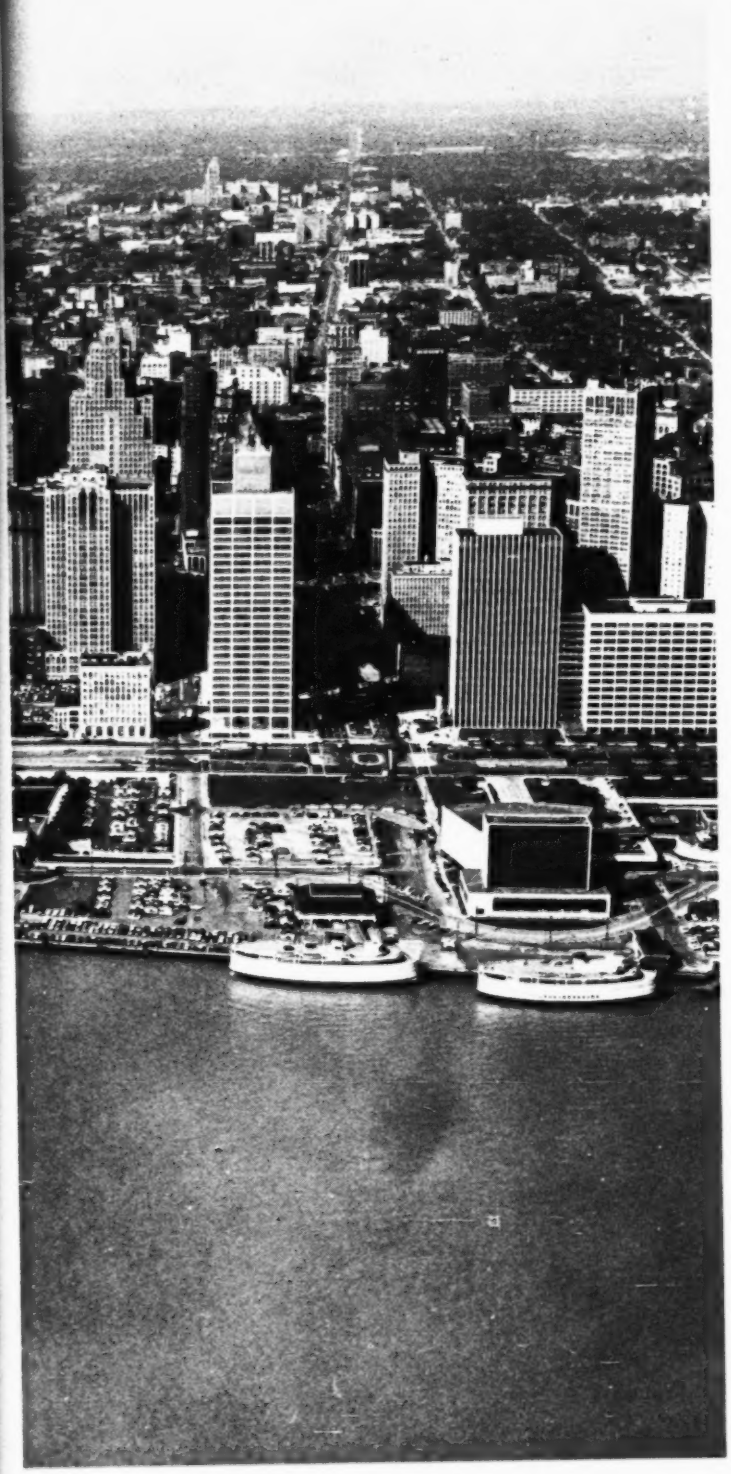
9. Potential of rapid transit service; relationship to possible future routings of transit system for quick and efficient contact with other parts of the community.

10. Potential of campus environment; attractiveness of general neighborhood.

11. Conformation with the long-range city plan; appropriateness of educational use to the site area.

12. Relative land cost; economic feasibility of acquisition.

13. Potential of urban renewal; feasibility of land clearance under urban renewal program.



To anticipate future physical needs . . .

Fall, 1965, enrollment at DIT was 2507 students, approximately 90 per cent of whom live within 25 miles of the present campus. Although the college wishes to retain the individualism and advantages of controlled enrollment growth, it is clear that an increase to 3,000 or 5,000 students must be anticipated within the foreseeable future. On this basis, the following guidelines prove useful in giving dimension to the physical needs of the site which might be needed to house improved and expanded facilities. These size guidelines have proven adaptable as standards in the early stage of planning, and may be modified as more specific details of need are clarified in advanced planning programs.

Academic: 250 students per acre (moderate density)
200 sq. ft. per student, gross academic building space
20 students per faculty member

Housing: 200 students per acre

Special (research, cultural, union, etc.):
150 sq. ft. per student, gross building space (a broad variable according to program demands)

Recreation: 2.5 acres, minimum requirement for intramural programs

Parking: 1 parking space/2 students
1 parking space/1 faculty or staff
2 per cent of total for visitors
320 sq. ft. per automobile

If the preceding standards are applied to a conservative projected enrollment of 3,000 students, with

the assumption that only one-half of the students are on campus at one time, the adjacent picture (illustration one) results. Academic function consumes 6 acres; parking function, 6.5 acres; recreation takes a minimum dimension of 2.5 acres. Total land area required under this limited set of conditions is 15 acres. Applying the standards to building areas and, for the sake of example, allowing three, four and seven-story structures, the result is relatively low land coverage, but inadequate area for expansion for academic or non-academic facilities.

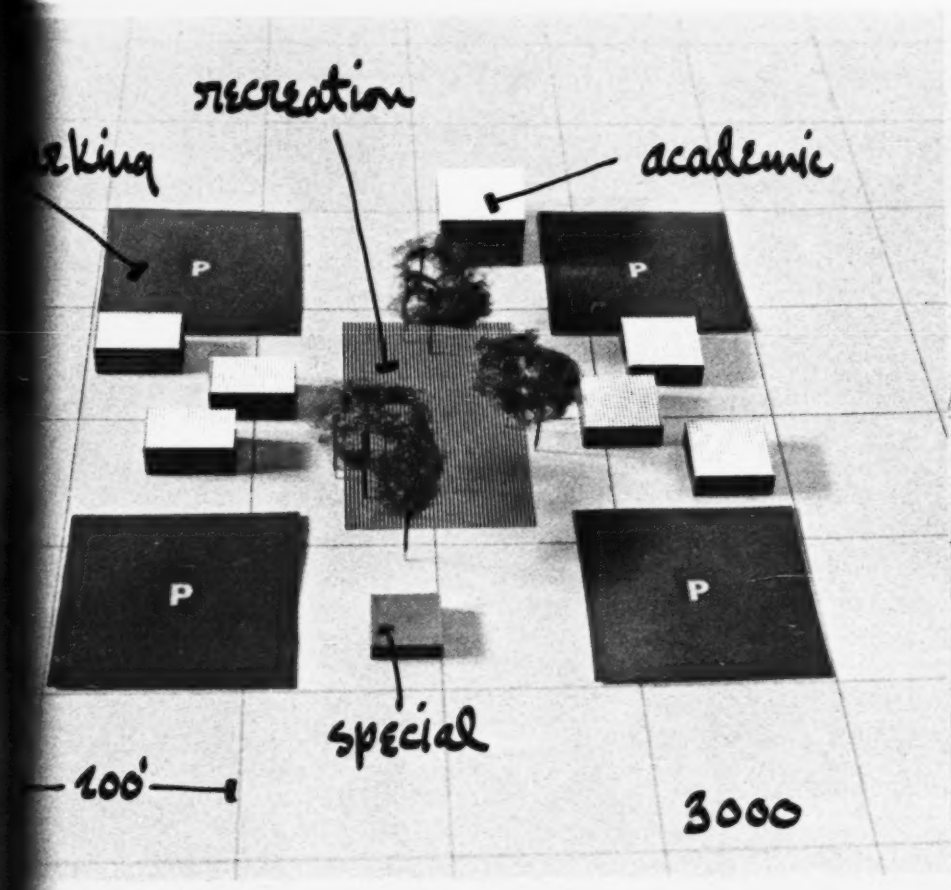
If a conservative dimension of housing is added (illustration two), accommodating one-half the students on campus at one time (one-quarter of the total enrollment), and the standard of 200 students per acre is applied, 3.7 acres is needed for housing. Tested with three-story structures, this would indicate that the total acreage should be increased to about 20 acres to allow appropriate open space for expansion as well as for visual relief.

To take the study to an enrollment of 5,000 students with two-thirds on campus at any one time, the same land area will accommodate this increase by doubling building height (illustration three). It can readily be seen that surface parking becomes entirely impractical, covering the campus green with blacktop and destroying the campus environment.

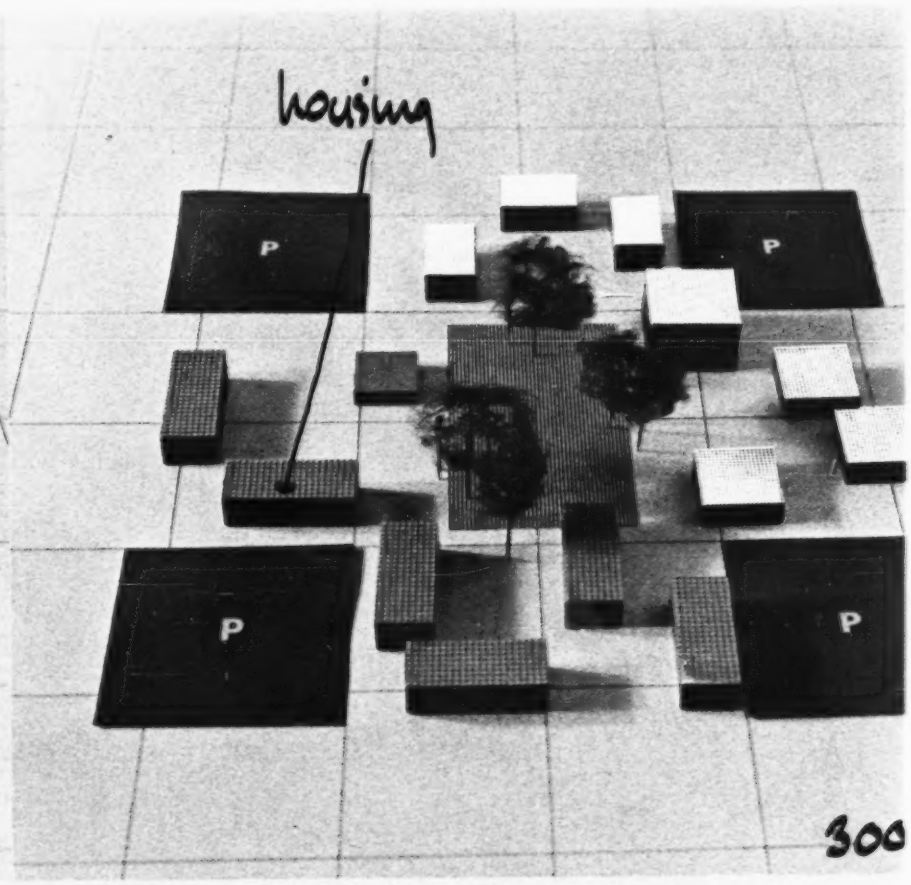
If, however, the parking is structured into four levels (illustration four), a density as indicated in the example of illustration two can be maintained with an appropriate degree of open space.

The conclusion derived from the above examples is that a minimum of 15 acres and up to 30 acres is a size of land area for which the Detroit Institute of Technology might search. If DIT anticipates enrollments above 5,000, the standards should be projected further as in the previous steps.

A single piece of land would be much more desireable than several smaller pieces if there is a need to provide the maximum degree of inter-disciplinary communication. If, however, separate parcels might be linked together by a common element (perhaps a park-mall), or building design could maintain a singular identity, the result could be a visually unified campus on several smaller, more easily acquired sites.

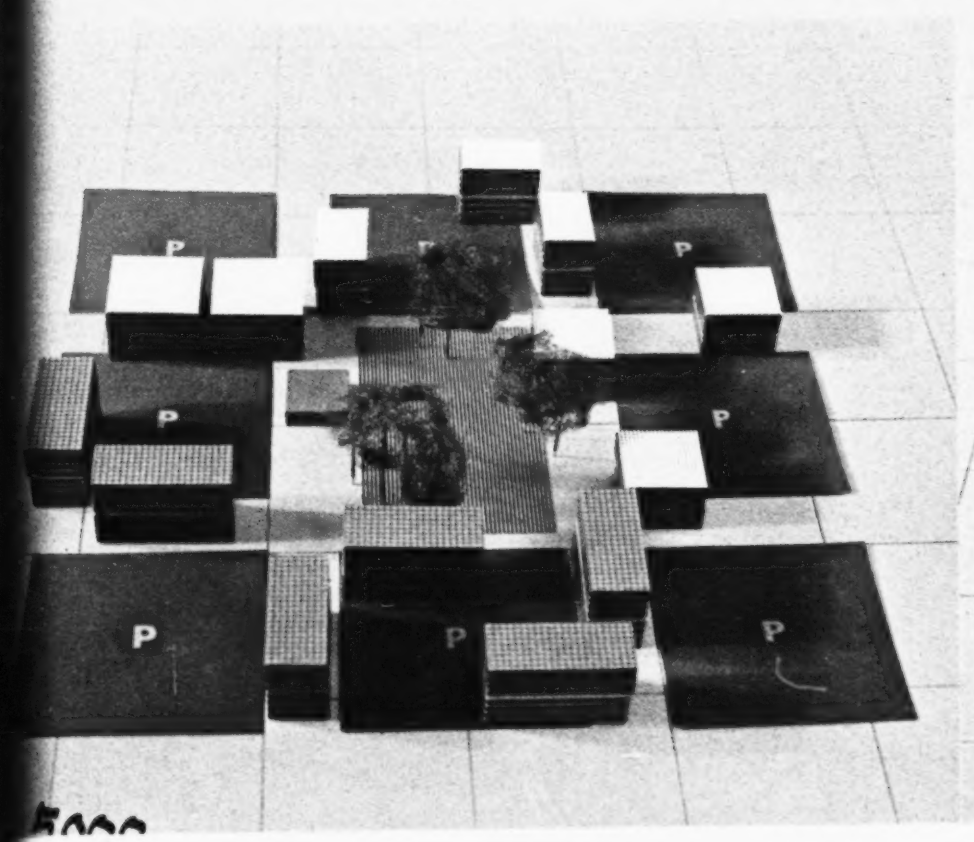


one

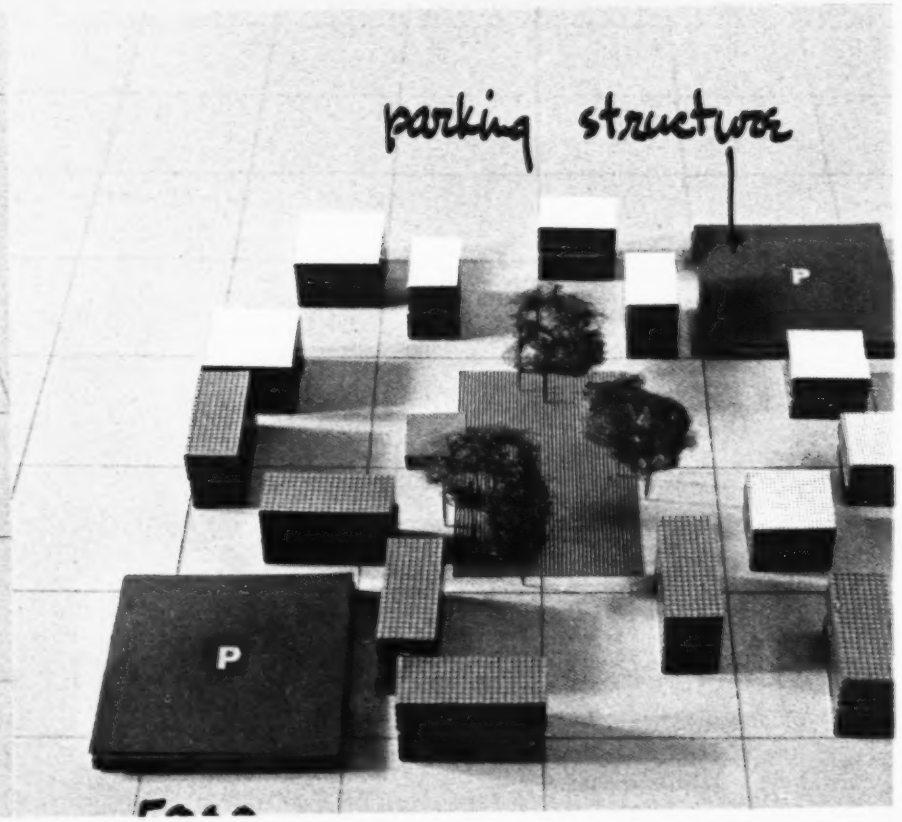


two

three



four



Site review — Greater Detroit Area

In identifying centers of community activity which are to be examined as potential sites for DIT, there are two zones which can be described in general terms. The one zone is that part of Detroit outside the limits of Grand Boulevard, identified by the lighter tone in the map at right. The darker toned, inner-city area within the limits of Grand Boulevard suggests greater appropriateness and opportunities for campus development which will be clarified in succeeding larger scale base maps.

Within the first or "outer" zone, six areas of two general types are noted as follows:

❶ Northland Shopping Center
❷ Westland Shopping Center (proposed)
❸ Eastland Shopping Center
❹ Ford Motor Car Company site, Highland Park
❺ Hudson Motor Car Company
❻ Briggs Manufacturing Company

Those sites in categories 1, 2 and 3 are shopping centers which offer activities compatible in some degree with DIT's interests and needs. For the most part, however, the centers are less vital and less complete than those in the inner-city zone. Sites 4, 5 and 6 are mentioned here only because they represent pieces of land of sufficient size, readily available for purchase and development.

When tested for their adaptability to campus development against the list of thirteen points for evaluation, these sites rate comparatively low.

1
2
3
4
5
6
EIGHT MILE ROAD
CITY OF DETROIT
LODGE FREEWAY
GRAND RIVER
WOODWARD
HAMTRAMCK
FORD FREEWAY
VERNOR
INNER-CITY
GRAND BOULEVARD AREA
MICHIGAN
FISHER FREEWAY
DETROIT RIVER
BELLE ISLE
LAKE ST. CLAIR
WINDSOR

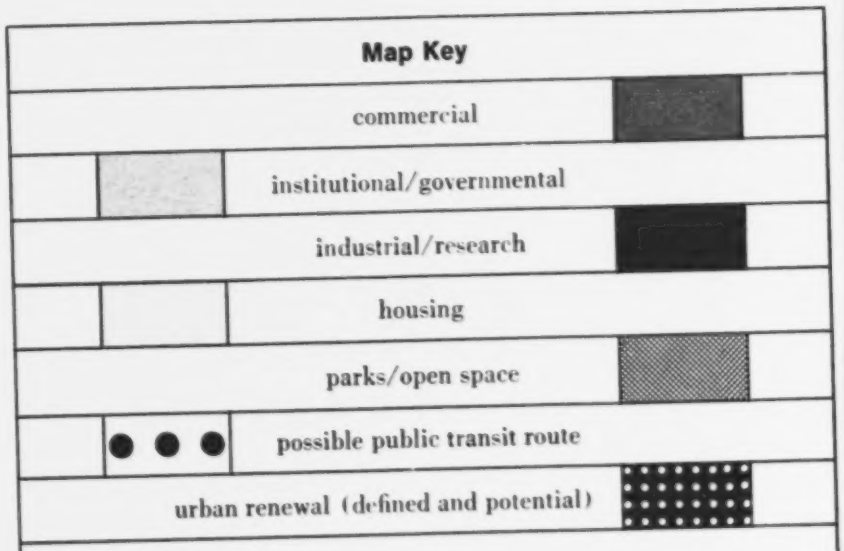
Site review — Inner-City Area

Site areas which have been reviewed for potential development of a DIT campus within the inner-city or Grand Boulevard area are noted on the map at right as follows:

A New Center area
B Research, Industrial Park
C Cultural Center
D related to University City
E related to Medical Center
F Eastern Market area
G Woodward Corridor (east)
H Cass Park
I Depot area
J Civic Center area, CBD #3

The land use indications, as noted on the various toned areas keyed to the accompanying map, indicate general trends of conceptual planning, along with a definitive indication of both current and conceivable urban renewal projects.

Opportunities for campus development within the potential urban renewal zone would have advantages over those outside of this zone from the standpoint of land costs and, especially, site preparation. Although the mass transit system is not at all resolved, the lines shown on the accompanying map currently represent logical anticipation on major or primary routes into the city and are considered applicable at this time for testing site areas in relation to potential mass transit.



Evaluation Chart

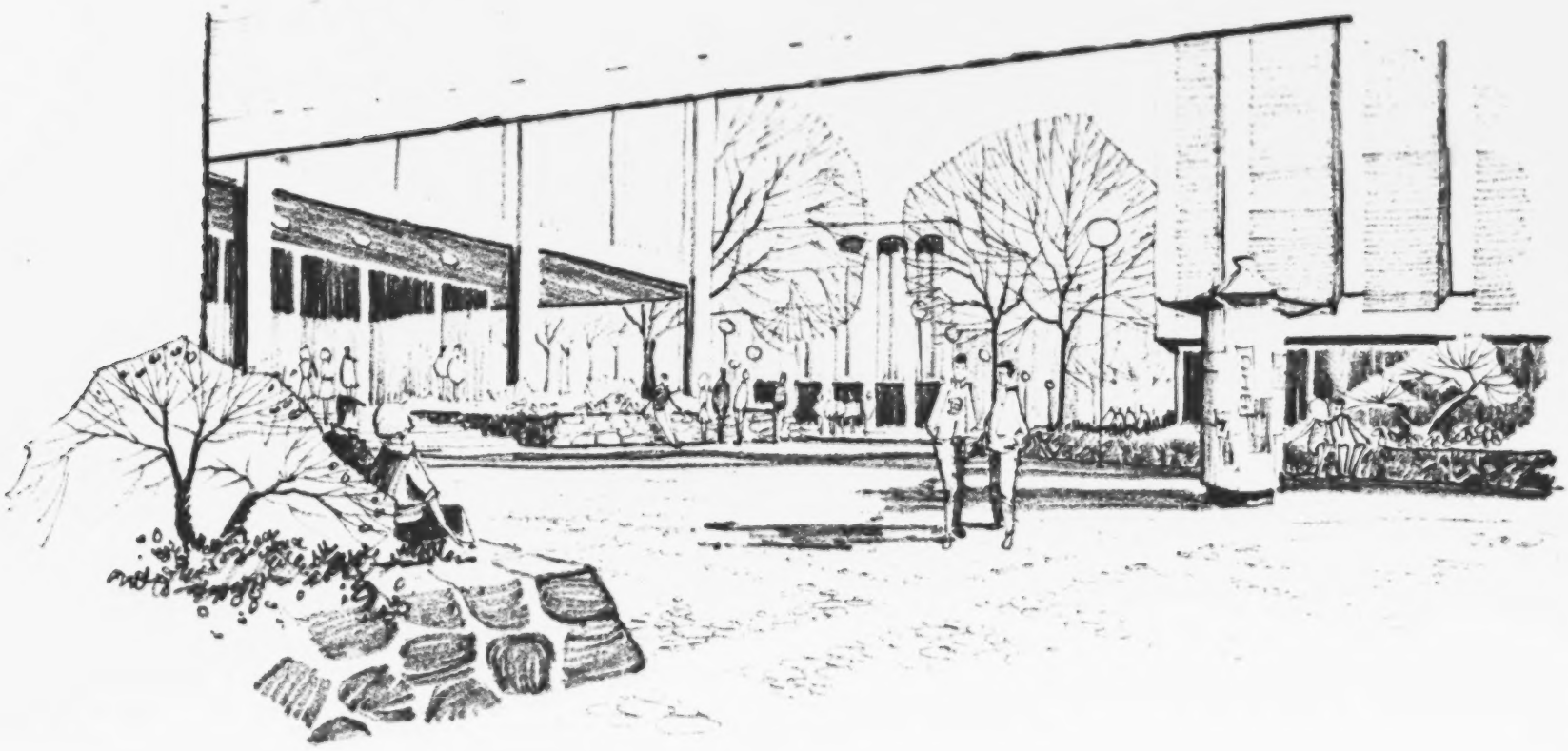
This chart illustrates an evaluation of sites A through J as shown on the map of the Detroit inner-city area. Numbers assigned to each site in each category reflect their relative degree of potential or feasibility, graded from 1 through 3 at the optimum.

	A	B	C	D	E	F	G	H	I	J
Availability of sufficient land area	1	2	2	1	2	2	3	3	2	2
Relationship to present DIT facilities	1	1	1	1	1	1	3	3	1	1
Proximity to cultural opportunities	2	2	3	3	2	1	1	2	1	1
Proximity to vocational contacts	3	3	2	2	2	2	2	3	3	2
Proximity to recreational activity	1	1	2	2	2	1	1	3	2	1
Proximity to student services	3	1	3	3	3	2	3	3	1	3
Availability of housing	2	1	3	2	3	3	3	2	1	1
Accessibility via vehicle transportation	2	3	3	2	3	2	2	2	3	3
Potential of rapid transit service	3	3	3	3	1	1	3	3	1	2
Potential of campus environment	2	1	3	3	1	1	2	3	1	1
Conformation with long-range city plan	1	2	1	3	3	1	3	3	2	3
Relative land cost	1	3	2	2	3	3	3	2	2	1
Potential of Urban Renewal	1	2	3	2	2	3	3	2	2	3
TOTALS	23	25	31	29	28	23	32	34	22	24
	A	B	C	D	E	F	G	H	I	J

WEST GRAND BOULEVARD
WEST GRAND BOULEVARD
A
B
C
D
E
F

Woodward Corridor (East) Site Area

With the greatest potential for urban renewal activity, this site area of approximately seventy acres offers a number of alternatives for a campus location. One exciting opportunity illustrated is to provide exposure to Woodward Avenue, linking the campus to the commercial center to the south and to the cultural center northward. Proximity to existing DIT facilities is a definite asset. A number of significant old structures within the area offer the interesting possibility of adding an historical dimension to the campus environment. A visual inventory of the site is recommended to identify unique opportunities of campus development.



MEDICAL CENTER

Woodward

Beaubien

Chrysler Freeway

Mack

Stimson

potential mass transit route

5 minute walking radius

P

te position offers
tential relationship
'woodward corridor'
major development

Fisher Freeway

Existing DIT facilities

CBO

Brush

1" = 700' ±

Cultural Center Site Area

This inner-city area is especially vital in the interrelationship of its cultural, social, and career opportunities. The atmosphere and environment of the area is entirely appropriate to campus development. It is accessible from the Chrysler and John Lodge Expressways, Woodward Avenue, and potential mass transit system; adjacent to the library, art museum, and historical museum; and within the area of diversified and numerous career opportunities. Because of the campus-like environment and cultural facilities which already exist, it is entirely feasible that two or more smaller sites could be appropriately and effectively oriented to a campus system. It may not be necessary, therefore, to find a single-site parcel.

present commercial zoning provides opportunity for "campus town" development.

potential development of campus-oriented housing with connection across Brainerd/St. Antoine to academic campus.

Chrysler Freeway

1" = 700'-0"

St. Antoine

main transit route

parking

P

P

Brainerd

Ford Freeway

CULTURAL CENTER

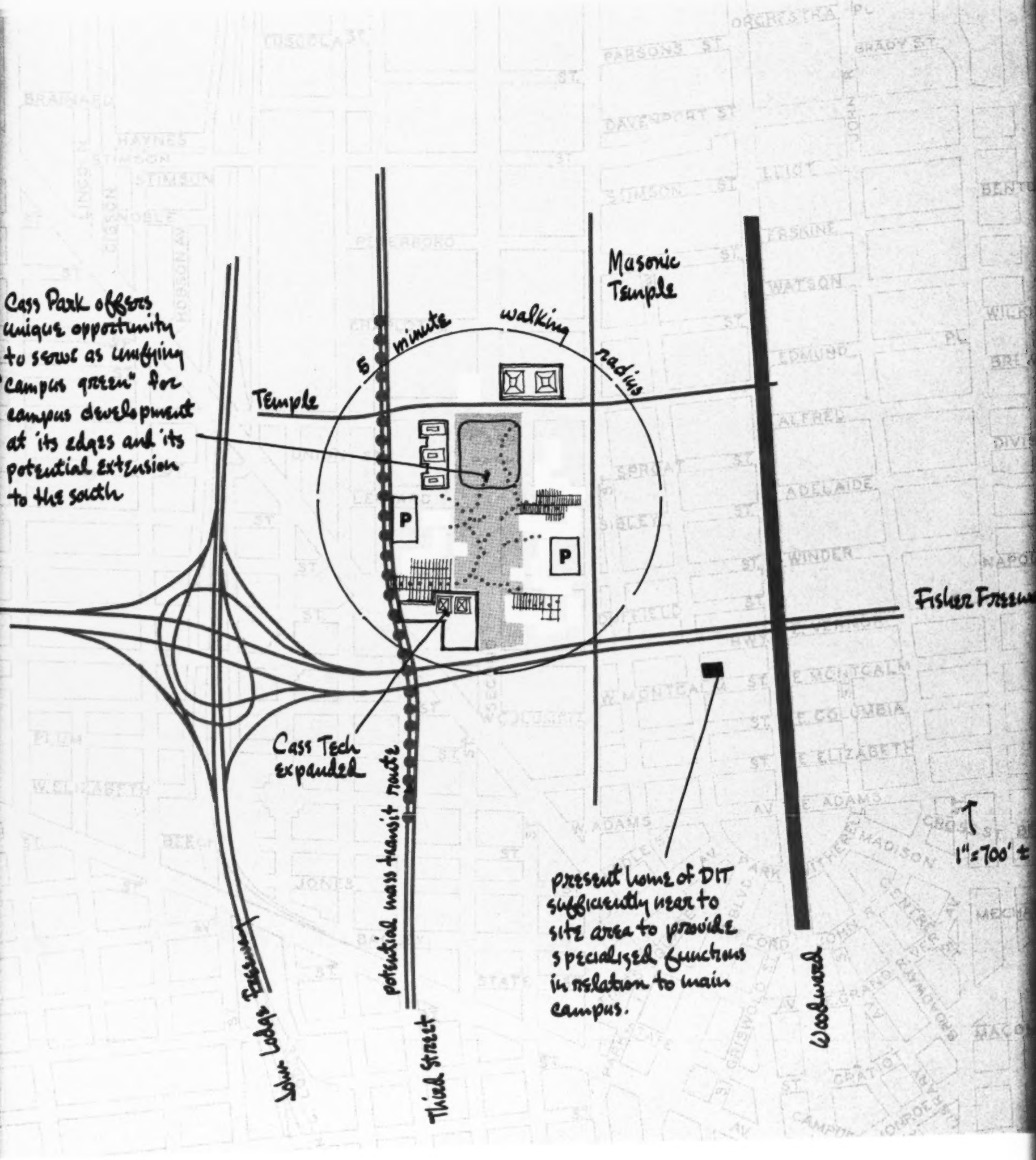
Detroit Museum of Fine Arts

open space/plaza planned at rear of Art Museum is potential integration for "green" circulation pathway between DIT campus and cultural center

Woodward

Cass Park Site Area

The orientation of an urban university toward the open green of a city park would be a fortunate balance of school and public facilities. Cass Park, being a singular, identifiable open and green space with campus-like character, provides opportunity for development of a complex of buildings, otherwise scattered among existing structures, but held together by the central park "campus". Although the cultural advantages on this site are not as great as in the Cultural Center Site Area, there is compensation in the proximity of Cass Park to present DIT facilities, affording significant opportunities for phasing development of the extended campus in relationship to the Campus Center Building at Park Avenue and Montcalm Street. The advantages of accessibility, career/social contacts are as significant here as in any of the alternate site areas.


Cass Park offers unique opportunity to serve as unifying "campus green" for campus development at its edges and its potential extension to the south
5 minute walking radius
Masonic Temple
Temple
P
P
Cass Tech expanded
potential mass transit route
present home of DIT sufficiently near to site area to provide specialized functions in relation to main campus.
Third Street
Woodward
1"=700' ±

A COLLEGE GROWS IN THE INNER-CITY

By Frank V. Carioti, Chicago Editor and Author

For Detroit Institute of Technology

Designed by Chad Taylor, Chicago

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